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ABSTRACT

This document describes the elementary education program to be initiated at the State University of New York at Stony Brook. It is an individualized, modularized, personalized program consistent with the competency-based mode. Requirements for entrance into the program and the expected skills, knowledge, and attitudes required for program participants to be recommended for certification are set forth in the major section of the document, along with the procedures, conditions, and criteria for assessment. Student guidance and program evaluation plans are also covered. Another section lists public school personnel involved in the development of the program and explains what further collaboration is planned. Appended are statements of the rights of students and teachers in the program, a master list of competencies, sample evaluation guides, a draft of a contract to establish a field center, guidelines for the policy board, a program development chart, and various related correspondence. (DDO)

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A COMPETENCY-BASED TEACHER EDUCATION PROGRAM IN ELEMENTARY EDUCATION

NOVEMBER 1974

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
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STATE UNIVERSITY OF NEW YORK
at
STONY BROOK

John S. Toll
President

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SECTION I - COVER INFORMATION

Date of Submission:	November 1, 1974
University:	State University of New York, Stony Brook

Participating School Districts

Members of the Policy Board

Central Islip Public Schools
Commack Public Schools
Lindenhurst Public Schools
Northport-East Northport Union Free School District
Sachem Public Schools
Smithtown Central School District
Southhampton Public Schools
Three Village Central School District

Members of the Elementary Education Task Forces

Northport-East Northport Union Free School District
BOCES II
Central Islip Public Schools
Comsewogue Public Schools
Half Hollow Hills Central School District
Lindenhurst Public Schools
Middle Country Central School District
Mount Sinai School District
Port Jefferson Public Schools
Sachem Public Schools
Smithtown Central School District
Three Village Central School District
West Islip Schools

Title of Certificate	Elementary Teacher (N-6)
Level of Certificate	Provisional Certification
Degree	The Degree of Bachelor of Science
Date of Program Implementation	September, 1975
Date of Program Completion by Initial Entrants	June, 1976 - December, 1976

SECTION II - PROGRAM

A. Analysis and Statement of Certifiable Position

1. Certification: Students of our program will receive a Bachelor of Science degree and provisional certification for Elementary Teacher, Grades N-6.

2. Roles, responsibilities and functions of prospective graduates and programmatic implications:

The geographic area most served by our training program and most sought out for positions by our graduates is Suffolk County. The remainder of Long Island (Nassau and Kings and Queens County) as well as outlying areas of New York State, are also often used as employment resources. Some of our graduates have, of course, acquired positions outside of New York State. Given the political, economic, ethnic, racial and social diversity of Long Island, and the added diversity of outlying geographic entities, our program makes a strong attempt to train our students to accommodate to these diverse patterns of multi-dimensional differences.

Our program is based, however, not only on our perceptions that our students need to accommodate to diversities of community status, but also on our beliefs regarding what an effective teacher model should be.

Our teacher model is, thus, based on a strong theoretical foundation. This theoretical formulation has its roots in various educational, historical and psychological frameworks. The research of Lewin, Jersild, Gagne, Skinner, Erikson, Lecky and LaBenne, as well as the works of Piaget, Dewey and Bruner all contribute to our teacher model. This model takes into account the following important considerations:

a) The self-concept and self-understanding of the teacher.

b) The teacher's awareness of optimum conditions for effective learning.

c) The teacher's sensitivity to the child's cognitive and affective development, including his self-concept, developmental processes and factors which influence this development.

d) The teacher's awareness of the child's language patterns, dialectal diversities, and language development processes which ultimately will serve to educate the child to become a literate and effective citizen.

e) The teacher's perceptivity to the relationships that evolve in a classroom setting: which considers the politics and economics of the community; the concerns of the parents, the

backgrounds of the children; and the relationships of each child to each other child and their relationships to the teacher.

From these considerations upon which we base our teacher model, we develop a teacher training program which prepares the future teacher to be an effective diagnostician, a facilitator of learning and an agent for change when that change is deemed necessary.

Roles	Responsibilities and Functions	Program Implications
Diagnostician	Diagnose child's educational background and needs with reference to cognitive, affective and developmental factors.	Competency in use of diagnostic instruments in specific subject areas and in general measurement and evaluation. Modules in child development and identifying special needs of children. Experiences in elementary schools over a period of 1.1/2 years working with individual children and groups.
Facilitator	Prescribe appropriate learning experiences. Perceive environment and respond re: stimuli, background which child brings to tasks, reaction to children's needs and societal demands. Encourage each child to participate in developing own educational goals. Interact in manner to enhance child positive self-concept.	Knowledge of resources, professional materials and curriculum to aid in making appropriate prescription. Foundation modules to offer practical application of theoretical concepts. Teacher self-awareness modules part of all levels of training program. Direct interaction with individual children and total class on all three levels.

Roles	Responsibilities and Functions	Program Implications
Change Agent	Distinguish between effective and ineffective environment based on breadth of students' educational background. Recognize impact of how students themselves were taught and how they see themselves as teachers and learners.	Continued exploration of personal philosophy and professional trends. Participation in seminar, human relations modules, and individual conferences with public school teachers, peers, and faculty members.

SECTION II - PROGRAM

B. Requirements for entrance

1. Students will be required to demonstrate competence in the clear and logical expression of ideas in written English. This requirement may be met by passing the English proficiency examination or by completing a designated course.

2. All students will be required to complete 75 credits in the Liberal Arts and Sciences distributed as follows:

Natural Sciences and Mathematics	12
Social Sciences	12
Arts and Humanities	12
Electives (recommend that this include a concentration in one discipline)	39

3. Prior to entrance, all students will be expected to complete module entitled "Introduction to Teaching". The objectives of this module are:

   1. To enable student to explore teaching as a potential career.
   2. To clarify student's personal philosophy of teaching.
   3. To gain insight into potential strengths and weaknesses as a teacher.

   This module requires participation by students for at least six days in different grade levels of elementary school, and further participation in self-awareness seminars with peers and university faculty members.

SECTION II - PROGRAM

C. Expected Skills, Knowledge and Attitudes

and

D. Assessment

The knowledge, skills and attitudes required for program participants to be recommended for certification, and the procedures, conditions and criteria for assessment are listed at the end of this section. An explanation of the format used follows.

Competencies are grouped into 13 components: Generic, Child Development, Teacher Self-Awareness, Foundations of Education, Measurements and Evaluation, Reading, Children's Literature, Language Arts, Mathematics, Science, Social Studies, Creative Arts, and Drug and Alcohol Abuse (Preventive Education). Within some of these components there is further clustering, e.g., Music and Art competencies are each clustered within Creative Arts.

An eight-column parallel arrangement is employed. Columnar headings and related codes are described below.

Competency Number

Each competency is numbered consecutively within the component. There is no implied hierarchy in the numbering system.

Module Number

The instructional program is completely modularized. Next to each competency number is the code for the module designed to enable students to achieve that

competency. Modules may relate to single competencies, a few, or an entire cluster of competencies. Both an alphabetical and a numerical designation have been assigned to each module. The alphabetical designation refers to the module component in accordance with the following code:

COMPONENT	CODE
Generic	G
Child Development	C
Teacher Self-Awareness	T
Foundations of Education	F
Measurements and Evaluation	E
Reading	R
Children's Literature	L
Language Arts	N
Mathematics	M
Science	S
Social Studies	W
Creative Arts	A
Drug and Alcohol Abuse (Preventive Education)	D

The numerical designation reflects the semester recommended for completion of that module, as follows:

SEMESTER	MODULE NUMBERS
Upper Junior	1 - 19
Lower Senior	20 - 39
Upper Senior	40 - 59

Level and Sequence

Both an alphabetical and a numberical designation have been employed in this column. The alphabetical designation refers to the block of study in the professional sequence. The following four units are offered each semester:

PROFESSIONAL SEQUENCE	CODE
The Teaching-Learning Process	I
Curriculum: Content and Strategies	C
The Child, School and Society	F
Teacher Self-Awareness	T

The numerical designation indicates the recommended semester of study:

SEMESTER	LEVEL
Upper Junior	1
Lower Senior	2
Upper Senior	3

Setting for Enabling Activities

This column indicates the primary settings of the enabling activities included in the modules. Since modules offer students a choice of enabling activities and alternate means of achieving competencies, the settings are provided as guides for the student, not requirements. The following codes have been used:

SETTING	CODE
University (lecture, workshop, etc.)	U
Public School	S
Peer Seminar	P
Independent study	I
Field experience other than at public school (such as reading clinic)	O

Required knowledge, skills and attitudes

The total set in this column specifies what will be expected of the student as a basis for recommendation for certification.

Evidence of Attainment

These two columns define the procedures, conditions and criteria for assessment.

Student Performance: Describes procedures and conditions.

Basis for Assessment: Specifies the actual facets of the performance which will be assessed and the criteria to be applied.

The following code has been used:

BASIS	CODE
Submitted material	S
Classroom performance (in public school)	C
Evaluation check list	E
Non-classroom performance (such as at peer seminar). . . .	N
Participation in experience	P

For each of the above, standards of performance are explicitly delineated in the module. The standards are item specific, that is, the criterion level is achievement of satisfactory performance on all items, unless specifically stated to the contrary.

More than one basis may be used for assessment of performance. For example, the code SCE indicates that submitted material (S) and classroom performance (C) using an evaluation check list (E) will serve as bases for assessment.

Assessor

The following code is employed:

University faculty member = UFM

Public school teacher = PST

Where more than one assessor is noted separated by a slash (/), assessment will be by either of the ones listed, unless specifically stated to the contrary.

Additional Comments on Assessment:

"The problem" in a modular curriculum plan has been described as "arranging the program so that the student does not live in an 'assessment environment', a kind of hell of pre-tests, post-tests and continuous and abrasive feedback about his performance[1]." In an attempt to avoid this "problem", varied modes of assessment are included: written examinations, oral reports, classroom performances, micro-teaching, demonstrations at peer seminars, simulations, role-playing, and submission of resource files, models and student-made materials.

It is patently more difficult to establish objective criteria of evaluation for these many modes of assessment. The program addresses this by including in each module explicit evaluative criteria, such as check lists and guides to evaluation of submitted materials. Samples of these are included in Appendix F. As modules are field tested, these will be further refined particularly with regard to indicators to distinguish between different ratings on the guides.

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[1]Bruce R. Joyce, Variations on a Systems Theme: Comprehensive Reform in Teacher Education (Part one: Program Objectives) p. 53.

Assessment of competencies in the program, however, has to be viewed within the entire context of the program's commitment to research and development. As the effectiveness of the competencies themselves are tested, the assessment statements too will be revised and further clarified.

The issue of reliability and validity of assessments is discussed in Section II-F Program Evaluation and Management (Data Collection and Analysis).

Provision has been made for appeal by students who feel that their assessment has been unfair. A student who has twice been given a rating which he/she considers unjustified may appeal to his/her Guidance team for appointment of another assessor. If the student or original assessor do not agree with the decision reached by the new evaluator, either may appeal to the Coordinator of the CBTE Elementary Education program for final resolution. This will not in any sense preclude the usual academic appeal procedures available to all students at the university.

PROGRAM REQUIREMENTS

SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL COMPONENT: GENERIC

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
				PLANNING AND IMPLEMENTING INSTRUCTION			
1	G1	I 1	U	Identify the elements of a behavioral objective.	Given a list of twenty objectives select those objectives which are behaviorally stated and translate the others into behavioral terms.	Level of mastery: 100%	UFM
2	G1	I 1	U	Construct samples of behavioral objectives in each of the three major domains.	Identify a subject area and a specific group of children and write two appropriate behavioral objectives in each of the following domains: cognitive, affective, psychomoter.	Level of mastery: 100%	UFM
3	G1	I 1	U,P	Formulate lesson plans based on behavioral objectives	Describe a group of children in a hypothetical classroom. Plan a short lesson specifying age level and behavioral objectives. Teach lesson to peers who role-play pupils in the hypothesized setting.	Correspondence between behavioral objectives and actual lesson as determined by jury of UFM and 2/3 of peers present.	Peers and UFM

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL COMPONENT: GENERIC

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
4	G20	I 2	S,U	Teach prescribed instructional objectives to a group of children in a manner which promotes positive learner interest.	a. Given a classroom setting, and an instructional objective, the student will plan and teach a lesson to a group of children (minimum of six) or to the entire class, if appropriate.	a. Mastery of instructional objective by 80% of children, as determined by pre- and post-test. b. CE	PST/UFM
5	G21	I 2	S	Design and present lessons which meet specific needs of individuals and groups of children and evaluate to what extent those lessons met target needs.	a. Given a classroom setting, determine an instructional need of: 1. an individual child 2. a group of children 3. the entire class b. Submit basis for determination of needs. c. Plan and teach three lessons, each to meet one of the needs. d. Diagnose to what extent lessons met identified needs. e. For those needs not met, submit plans for further lessons.	SCE	PST/UFM

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL COMPONENT: GENERIC

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
6	G21	I 2	S	Organize units of instruction to fit realistic periods of time.	Indicate in advance the approximate duration of each of the three lessons taught in conjunction with preceding competency.	SCE	Self-evaluation and PST
7	G22	I 2	U,I,P	Utilize techniques such as flow charts and brainstorming to collaboratively design a unit of instruction.	Given a topic in a peer seminar, collaboratively design a unit which integrates at least four different subject areas.	Unit plan evaluated as to completeness, practicality, depth, innovativeness, provision for individual needs and interests.	UFM
				ORGANIZING & MANAGING INSTRUCTIONS			
8	G 2	I 1	S,P,I	Demonstrate knowledge of alternative educational approaches.	a. After visiting two of the following: Montessori school, open-space school, open classroom, inter-age grouped class, team teaching unit; report on visits to peer seminar. Include an analysis of the approach: 1. philosophy 2. historical background 3. critiques from the literature. b. Evaluate the classrooms observed with reference to the above.	S	UFM

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COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
9	G23	I 2	U,I, S	Gain insight into the nature of classroom group behavior such as: a. the dynamics of social interaction b. properties of groups c. properties of group members d. classroom conditions that influence the experiences of pupils in groups.	Written examination based on readings.	Level of Mastery: 80%	UFM
)	G23	I 2	U,I	Analyze techniques which assess classroom group behavior and teacher-pupil interaction.	Select at least three different techniques for studying classroom group behavior and one model for studying teacher-pupil interaction. For each write a report on: nature of the technique, how it is used, expected gains from use, limitations.	S Level of Mastery: Grade of "B"	UFM
1	G40	I 3	S,U	Group children for a variety of needs and purposes, such as: instruction, common interest, social concerns, and others.	Given a classroom setting, teach a lesson to each of three different groups which you have organized on one of the following bases: a. instructional needs b. common interest c. other Give rationale and support for organizational decisions.	Student analysis of lessons using evaluation guide and SCE.	PST and Self-Evaluation

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL COMPONENT: GENERIC

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
2	G 40	I 3	S,U	Conduct effective classroom group meetings.	Given a classroom setting, conduct three classroom group meetings of varied sizes and analyze each meeting for such components as:leadership style, group roles,group problem-solving, troublesome behavior of any members and response,and your own preparation for and involvement in the meetings.	Accuracy of Self-evaluation CE	PST/UFM and Self-evaluation
3	G 24	I 2	S,U,P	Identify non-verbal cues from learners and appropriately modulate teaching behavior and expectations.	a. Observe a class and identify a minimum of 10 non-verbal cues displayed by pupils.Using an observation guide, note possible inferences from each.	a. Satisfactory completion of observation guide.	
					b. In your own class,note five verbal cues you detected and describe to peers what modulations you made.	b. Accuracy of assumptions and appropriateness of modulations as determined by jury of UFM and 2/3 peers present.	UFM and Peers

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COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
4	G 41	I 3	S,P	Aid children to assume responsibility for prompt completion of assigned tasks.	During an extended period in the classroom in which assignments are made and responsibilities delegated to children, maintain records of children's responses (completion of tasks, quality of work, etc.). When assignments are not completed: a. Discuss possible reasons for this with cooperating teacher. b. Choose appropriate follow-up techniques.	a. Accuracy of Records. b. Quality of interaction with students based on: 1. Concern for pupils self-respect. 2. Encouragement of sense of self-discipline by pupils.	PST
5	G 42	I 3	S	Manage a classroom in a calm, orderly, positive fashion and demonstrate the ability to handle pupil upsets or unexpected disruptions when such occur.	Given responsibility for managing a classroom for extended periods of time, the student will demonstrate appropriate responses to pupil disruptions and unexpected events and maintain a positive classroom climate.	a. Observation of student performance on at least three occasions using evaluation guide. b. Self-evaluation form completed by student.	
				UTILIZING INSTRUCTIONAL TECHNIQUES			
6	G 3	I 1	U,I,D	Demonstrate an understanding of concepts of individualized instruction.	Written examination on definition of key aspects of individualized instruction.	Level of Mastery: 100%	

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL COMPONENT: GENERIC

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
7	G 3	I 1	S,I,P	Identify and evaluate a variety of approaches for individualizing instruction, such as CAI, Open Education, IPI, individualized curriculum kits.	a. Describe, compare and react to at least five practices used to individualize instruction.	S	UFM
					b. Observe two classrooms practicing individualized instruction. Complete observation form. Discuss reactions with peers at seminar.	SN	UFM
18	G25	I 2	U,I,S	Identify classifications of questions and use them in an instructional context.	a. Given a list of 40 questions and responses the student will classify the questions according to two of the following: Flanders, Fraenkel, Taba, Sanders, Bloom, other.	Level of Mastery: 80%	UFM
					b. Report in writing at least five examples of different kinds of questions used by you in a classroom. Classify each question using one of the systems identified above.	Level of Mastery: 100%	UFM

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COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
9	G26	I 2	S,U,P	Demonstrate constructive means of expressive communication with children.	While being observed in a classroom setting on three different occasions, indicate mastery of specified communication tasks. One of these observations will be recorded on audio-tape.	Self-Analysis of audio-tape using communications check list and CE by PST.	PST and Self
0	G27	I 2	U,I	Select instructional strategies based on individual children's needs and learning styles.	Given an anecdotal description of ten children, a list of behavioral objectives and a description of instructional strategies, select a possible strategy to be used with each child. Explain decisions in writing.	S	UFM
1	G27	I 2	U,I,S	Construct, use and evaluate activity cards.	a. Within a classroom setting, develop and use a series of two activity cards in each of three subjects.	a. Satisfactory performance on such criteria as: Relationship to instructional program, Appropriateness, Motivational level, Provision for pupil options, Extension of pupil interests, and Promotion of pupil learning.	PST

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COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
					b. Submit examples (these can be xeroxed or copies) of 10 commercial cards including those which you consider particularly good and those you consider unsuitable. Explain your reasons in a brief statement.	S	UFM
2	G43	I 3	S,U	Prepare and implement contracts with individuals and groups of children.	Working with a group of children, plan a contract for a unit of instruction. Guide children through completion of contract.	SCE and satisfactory completion of self-evaluation form.	Self-evaluation and PST
3	G44	I 3	U,S,P	Conduct classroom discussions which reflect sensitivity to others, are positively reinforcing, accepting and pupil supportive.	Given a classroom setting, student will be observed on at least three different occasions for evidences of positive interaction with students as specified.	CE	PST/UFM

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COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
				ASSESSING MATERIALS & RESOURCES			
4	G 4	I 1	I	Demonstrate familiarity with Educational Index and professional journals.	Select 3 topics from a given list of current educational issues, locate relevant articles in Education Index of past two years, read and react to articles in journals, and summarize in brief statements (4 x 6 index cards are acceptable).	S	UFM
5	G 5	I 1	I,P	Identify a variety of sources for obtaining materials for classroom use; such as: a. Catalogs b. Guides for free and inexpensive materials c. Professional journals d. Local merchants e. Other non-educational commercial companies f. Museums g. School district facilities h. Government sources i. Others	Compile a list of at least 15 resources for obtaining material from non-commercial as well as commercial sources. Indicate potential classroom uses of kinds of material so obtained. Present at least 5 to a peer seminar for inclusion in permanent file.	Resource list evaluated as to accuracy and class potential as determined by 80% of peers at seminar.	Peers

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COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
6	G 6	I 1	S,I,U	Plan the physical environment of a classroom with attention to features such as: a) organization of materials b) maximum utilization of space c) aesthetic considerations d) specific learning objectives.	After observing in at least three differently organized elementary classrooms complete <u>one</u> of the following: a. Design a model of a room for a specific age level of children. Justify the features you have included. b. Write a paper describing how you would organize the physical environment of your classroom.	S	UFM
7	G 28	I 2	S,I,P	Describe and design classroom learning centers based on specific learning objectives.	a. List at least ten learning centers you would include in a class at a specified age level. b. Design one of these on campus or in a classroom. c. Having identified specific learning objectives for a group of children, describe three centers to facilitate the attainment of those objectives.	Satisfactory performance using evaluation guide - determined by PST or UFM and 90% of peers at presentation.	PST/UFM and Peers

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COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
3	G 7	I 1	S,I,O	Analyze a variety of material for classroom use other than kits and text-books.	Critically evaluate at least five types of materials used in a specific classroom such as: games, art and music materials, A.V. supplies, dittos, manipulative materials, other supple-mentary materials.	Satisfactory completion of materials check list.	UFM
	G29	I 2	S,U	Plan, develop, assemble, and critique graphic material which will interpret cognitive or affective goals.	In a classroom complete any 5 of the following: 1.chart 2.bulletin board 3.overlay 4.transparency 5.photographic display 6.hectographed or other-wise duplicated material 7.cartoon story book 8.map 9.other	SE	PST and Self
	G45	I 3	S,P,I	Devise and construct materials which meet specific behavioral objectives and which address themselves to varying learning needs, such as:kinesthetic, auditory,visual.	Given a classroom setting, identify an instructional need for which commercial materials are unavailable or inappropriate.Construct three different learning aids each of which stresses a different learning mode and use in the class.Report and dis-play to peer seminar.	SCE and Self-evaluation form completed by student	PST/UFM and Self-evaluation

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL COMPONENT: GENERIC

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
1	G 46	I 3	U,S	Demonstrate proficiency in and incorporate the use of audio-visual equipment in instructional program.	a. Pass proficiency test as a minimum on the following: tape recorders, filmstrip, motion-picture, opaque and overhead projectors, film loops and video-tape cassettes. b. In the course of an extended period in a classroom, employ four of the above in the instructional program on at least two occasions.	a. Certification on proficiency in use of equipment. b. Certification by PST on employment of equipment.	UFM PST
2	G 30	I 2	O,P	Survey the neighborhood of the school for information relevant to the class population.	Either individually or as a team member, survey the school neighborhood to which you are assigned. Complete the check list.	Accuracy of check list as determined by PST and Peers familiar with community.	PST/ UFM and Peers
3	G 31	I 2	S,U	Critically read and interpret children's permanent records kept in school.	Survey a series of records of a class and stipulate on a check list which data impacts on the educational plan for the class. Provide justification.	Interpfetations justified by records.	UFM

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL COMPONENT: GENERIC

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
34	G47	I 3	S,P,U	Use varied forms of reporting pupil progress such as: report card, narrative and conference models.	Given information about a group of students: a. Complete report card on two children. b. Write a narrative report on two children. c. Plan and role play a reporting conference with a parent where you assume the role first of teacher then of parent.	a. and b. Reports to reflect: accuracy, sensitivity and clarity of expression. c. Evaluation guide completed by peers to include item such as: Was parent made comfortable? Was attitude respectful? Were long and short range plans proposed? Was cooperative action planned?	UFM UFM and Peers UFM and Peers

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL COMPONENT: GENERIC

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
35	G 48	I 3	S,I	Maintain records of a variety of student behaviors.	Given a classroom setting, maintain records on at least 12 children over a period of two weeks. Use journals, school record forms, check lists or anecdotal forms. Include 4 of the following: a. attendance b. problem behavior c. responsibilities of children d. performance in curriculum areas e. homework, contracts or other assigned task	Accuracy, clarity and usefulness of material recorded.	PST
36	G 49	I 3	S,P	Describe at least three different modes of pupil self-evaluation.	At a peer seminar, present and discuss critically three different modes of pupil self-evaluation by pupils engaged in three different learning activities.	Appropriateness and practicality of modes as agreed by jury of UFM and 2/3 of peers present.	UFM and Peers
37	G 50	I 3	S,P	Analyze instances of pupil failure to achieve objectives and plan additional instruction.	Identify three children who have not achieved instructional objectives previously taught to them. Diagnose specific weaknesses and analyze errors. Plan new lessons to meet original objectives. Submit diagnoses and prescriptions.	Accuracy of diagnoses, insight into potential causes of difficulties, and professional quality of prescriptions. Above determined by jury of PST and UFM with minimum rating of "acceptable" on each item of check list.	PST and UFM

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL — COMPONENT: CHILD DEVELOPMENT

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESS
1	C 1	F 1	U I	Demonstrate knowledge of characteristics of children at various age levels with reference to topics such as:language, physical and cognitive development,emotional needs,social relationships,ability to follow directions and attention span.	Given a description of the behaviors of 25 children at various age levels,indicate which behaviors are age-appropriate, and of those which are not, the degree of inappropriateness.	85% agreement with assessor	UFM
2	C 1	F 1	U I	Demonstrate an awareness of various determinants of pupil behavior, e.g., psychological,cultural, physical,socioeconomic, etc.	Submit in writing at least two examples of how each of five different determining factors influence a child's behavior.	S	UFM
3	C 1	F 1	S,P,I	Recognize children with special needs and acceptable teacher responses to those needs.	a. Given a series of 15 simulated classroom situations,present in writing to a peer seminar a description of at least six children with special needs as described in module. Identify those needs. b. Indicate at least two methods for responding to each child identified. c. After observing in one or more classrooms, identify at least two children whom you believe require special attention.Explain your decisions orally.	SN	UFM

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL COMPONENT: CHILD DEVELOPMENT

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
4	C 1	F 1	U I	Identify symptoms of potential problems in the following areas: visual, auditory, perceptual, speech, motoric.	Given descriptions of 20 children of varying ages, identify symptoms of potential learning problems.	Level of Mastery: 90%	UFM
5	C 1	F 1	U	Identify symptoms of common health problems and describe appropriate teacher responses.	After viewing a film on common health problems of children, identify those symptoms which require attention and describe the appropriate responses and/or referrals.	Level of Mastery: 90%	UFM
6	C 1	F 1	S,P	Analyze children's behavior in the classroom and prescribe courses of action to alleviate problems.	Given a description of 5 classroom situations (either hypothetical or those actually observed by students), identify in writing and present to a peer seminar: a. the behaviors of the children that appear atypical. b. at least three possible reasons for those behaviors. c. in what ways the behavior represents a problem for the pupil, other pupils, and/or for the teacher.	80% agreement with assessor	UFM

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COMPONENT: CHILD DEVELOPMENT

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASS
					d.how the behavior might be acceptably expressed. e.at least two different actions a teacher might take within the classroom in response to the behaviors identified. f.the probable outcomes of the teacher's responses to the pupil's behavior.		
7	C20	F 2	S,I,U	Gather and interpret data about a child utilizing different sources of information and a variety of procedures including: a.Observation and objective recording procedures (such as:anecdotal, interview,time sampling, checklist). b.At least three forms of pupil self-expression. c.School records. d.Sociogram,role-playing, sociodrama.	a.Use each of the following techniques with at least 4 individual or groups of children: 1.observation and objective recording procedures (minimum of 2) 2.pupil's self-expression (minimum of 2) 3.sociogram,role-playing or sociodrama (at least one) Interpret data obtained.	Usefulness of data collected and accuracy of interpretation.	UFM
					b.Prepare a case study of an individual child utilizing at least six different procedures for gathering data and two sources of information (such as school records). Organize and analyze the data and summarize your findings. (Submit original data with your findings).	Choice of procedures,completeness of data, and accuracy of findings.	UFM

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL

COMPONENT: CHILD DEVELOPMENT

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSO
8	C40	F 3	S,O,I	Evidence awareness of different ethnic,cultural and social backgrounds of children in the classroom and demonstrate the ability to work with each child.	Given a classroom setting, write an analysis of at least three children of divergent backgrounds and indicate possible implications of these backgrounds to classroom instruction.	S (Satisfactory performance determined by jury of PST and UFM)	PST and UFM

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL — COMPONENT: TEACHER SELF-AWARENESS

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSO
1	T 1	T 1	P,I	Demonstrate self-awareness as follows: a. state major facets of his/her belief system b. state strengths and weaknesses which are relevant to career goals c. analyze interaction with various groups of people d. appraise ability to work with others e. assess personal reasons for choosing teaching as a career	Complete series of self-rating instruments and discuss responses in peer groups.	P	UFM/Peers
2	T 1	T 1	U,P	Evidence openness and honesty in discussion of self and willingness to accept constructive suggestions.	a. Complete The Dognatism Scale by Rokeach or as alternative Minnesota Teacher Attitude Inventory. Meet with instructor or groups to discuss. b. Complete Growth Analysis-Action Plan Chart. Discuss with Instructor.	P	UFM/Peers

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL — COMPONENT: HUMAN RELATIONS

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSO
3	T1 T20 T40	T 1 T 2 T 3	I	Engage in a process of constant self-appraisal and professional growth.	Prior to completion of each semester, review Teacher Competency List and rating on each. Indicate strengths and weaknesses and plans for remediation, if necessary. Discuss these with cooperating teacher and supervising faculty members.	P	Self-evaluatio PST and UFM
4	T41	T 3	S,U	Formulate a personal philosophy of teaching which results in effective classroom management practices.	Summarize your philosophy of teaching. Indicate how you would structure your classroom in accordance with this philosophy. Specify grade level and the following: a. schedule b. student responsibility c. classroom rules d. flow of work e. grouping patterns f. seating arrangements g. distribution and collection of materials h. procedures for handling administrative details	Evidence that stated philosophy is consistent with working philosophy, as well as knowledge of efficient classroom management practices.	UFM

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL — COMPONENT: FOUNDATIONS OF EDUCATION

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSO
				THEORETICAL FOUNDATIONS			
1	F 1	F 1	I,U	Demonstrate knowledge of the following major contributors to educational thought in terms of biographical data and key concepts related to education: B. F. Skinner Jean Piaget Carl Rogers Eric Erikson John Dewey Sigmund Freud Karl Marx Max Weber	Written objective examination.	Level of Mastery: 90%	UFM

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL

COMPONENT: FOUNDATIONS OF EDUCATION

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESS
				HISTORICAL FOUNDATIONS			
2	F 2	F 1	U,I,C	Recognize the historical role of local and state governments in organizing educational institutions.	Written examination on competencies 2-7.	Level of mastery: 90%	UFM
3				Recount the historical role of teacher certification agencies.	Research on one of topics included in competencies.	Demonstration of understanding of historical methodology.	UFM
4				Demonstrate knowledge of the historical evolution of Boards of Education, their sources of authority and methods of raising funds.			
5				Demonstrate a knowledge of various interpretations of the relationship between school and society in the United States.			
6				Recount the major historical events in United States educational history.			
7				Describe the major trends in curriculum development in the United States.			

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SUNY - STONY BROOK -- ELEM. (N-6) PROVISIONAL COMPONENT: FOUNDATIONS OF EDUCATION

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSO
				REFLECTIVE THINKING I			
8	F20	F 2	P,I,S	Relate the knowledge acquired at Level I in both Theoretical and Historical Foundations to field experiences in the following areas: classroom management, teacher-pupil relations, pupil learning, school and society, child and curriculum, and the aims of education.	Participate in a series of peer seminars designed to accomplish the following with progressively increasing accuracy: a. View pre-validated films, video-tapes or descriptions of classroom situations. b. Following each viewing: 1. Describe one or more classroom problems or issues which relate to prespecified classifications. 2. Interpret the problem (s) or issue(s) in terms of one or more of the Level I foundations modules. 3. Prescribe a course of action appropriate for a teacher to take which is consistent with the interpretation(s) of "2" above.	Satisfactory performance in accordance with evaluation guide, and as determined by jury of UFM and 2/3 of peers present.	UFM and Peers

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL — COMPONENT: FOUNDATIONS OF EDUCATION

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSO
				REFLECTIVE THINKING II			
9	F40	F 3	S,P	Relate the knowledge acquired at Levels I and II to actual classroom situations.	Observe four different classroom situations and utilizing the training gained previously, complete I, 2 and 3 as stated above and in addition: test prescriptions in actual classrooms. Report results to peer seminar.	Satisfactory performance as determined by jury of UFM and 2/3 of peers present.	UFM and Peers

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL — COMPONENT: MEASUREMENTS AND EVALUATION

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSO
1	E1	I 1	U,I	Define and differentiate examples of each of the following sets of terms: a. test, measurement, and evaluation b. curriculum and student evaluation c. formative and summative evaluation d. norm-referenced and criterion-referenced measurement	Written objective examination	Level of Mastery 80%	UFM
2	E1	I 1	U	Construct acceptable test items of the following kinds: a. essay b. true-false c. multiple-choice d. matching e. short-answer	Construct ten items of each type.	80% of items in each category must be classified as acceptable	UFM
3	E1	I 1	U	Plan a classroom achievement test including: a. specification of test rationale and objectives b. construction of test blueprint c. specification and rationale for item types and test length	Submit blueprint and rationale	S	UFM

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL

COMPONENT: MEASUREMENT AND EVALUATION

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSO
4	E1	I 1	U	Construct, administer, score and analyze data from a classroom achievement test. Data analysis will include simple item analyses, measures of central tendency, measures of variability, and the tabulation and graphing of data.	Submit written achievement test and an analysis of data collected as a result of administering test.	Satisfactory performance on check list and rating scale.	UFM
5	E1	I 1	U	Recognize, differentiate, and identify examples of: a. reliability b. validity	Written objective examination.	Level of Mastery: 80%	UFM

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL — COMPONENT: READING

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSO
				PSYCHOLINGUISTICS			
1	R 1	C 1	U	Define key terms concerning language in accordance with current linguistic theory: a. grammar b. standard vs. non-standard language c. surface structure vs. deep structure d. child language	Define in writing the following terms as they relate to language: a. grammar b. non-standard and standard language c. surface structure and deep structure d. child language	Level of Mastery: 100%	UFM
2	R 1	C 1	U,O	Demonstrate ability to make judgements about linguistic structures which have been collected from field samples.	Submit resource file of 20 language structures gathered from children of ages two through twelve and categorize each statement according to the following judgments: a. grammatical/ ungrammatical b. child language c. standard/non-standard	S	UFM
3	R 1	C 1	U	Recognize the significant syntactic variations and similarities among common dialects.	On a written examination identify the variations and similarities in the speech of a variety of subgroups.	Level of Mastery: 100%	UFM

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL — COMPONENT: READING

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSO
4	R 1	C 1	U	Demonstrate knowledge of the relationship between the phonological system of English and its written system.	On a written examination indicate the orthographic arrangements for symbolizing the 47 phonemic patterns of English.	Level of Mastery: 90%	UFM
5	R 1	1	U	Recognize that reading is a component of the total language process.	Given a two-part written examination the student will (a) complete a passage for closure, and (b) will write an essay on insights gained from this procedure.	a. Level of Mastery: 100% b. S	UFM

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SUNY - STONY BROOK · ELEM. (N-6) PROVISIONAL — COMPONENT: READING

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSO
				THEORETICAL FOUNDATIONS OF READING			
6	R20	C 2	U,I	Demonstrate knowledge of both the word perception and psycholinguistic theories of the reading process.	On a written examination compare and contrast, the word perception theory with the psycholinguistic model of the reading process.	Level of Mastery: 100%	UFM
7	R20	C 2	U,I	Define the key terms in reading listed below and construct a definition of the reading process: a.grapho-phonemes b.semantics c.syntax d.cue-systems e.word perception	Define in writing the following terms as they relate to reading process: a.graphophonemes b.semantics c.syntax d.cue-systems e.word perception State your definition of the reading process.	Level of Mastery: 100%	UFM
8	R20	C 2	U,I	Describe the interrelationships among the cue systems (graphophonic, syntactic and semantic) involved in reading.	Describe in writing how cue systems interrelate in the reading process.	Level of Mastery: 100%	UFM
9	R20	C 2	U,I,O	Make observations concerning reading as a behavior.	Listen to tapes of children of varying abilities and ages read; discuss in writing at least four external demands upon the child and indicate how they affect the reading process.	Level of Mastery: 100%	UFM

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL — COMPONENT: READING

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSO
				READING READINESS			
10	R21	C 2	U,I,O or S	Recognize that children bring a major competency in language to the beginning reading process.	Submit in writing the transcript and analyses of the language of four, five and six year old children.	S	UFM
11	R21	C 2	U,I,O or S	Informally assess and interpret the readiness skills of pre-readers.	Using the pre-reading check list as a guide submit an evaluation and interpretation of a pre-reader.	S	UFM
12	R21	C 2	U,P	Interpret standardized reading readiness tests.	Submit an evaluation of the subtests of a standardized reading readiness test.	S	UFM
13	R21	C 2	U,I,O or S	Demonstrate ability to help the beginning reader understand the reading process as one of relating his/her oral language pattern to print.	Given a pre or beginning reader, submit tape of a language experience story development and a copy of the experience story.	S	UFM
14	R21	C 2	U,I, O or S	Develop various strategies for enabling beginning readers to view reading as a communication process.	Submit resource file of 10 activities that indicate reading is a purposeful way to communicate.	S	UFM
15	R21	C 2	U,I O or S	Encourage children to expand and extend their language.	Tape an experience in expanding and extending language with at least three children. Submit tape.	S	UFM

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL — COMPONENT: READING

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSO
				READING PROGRAMS & MATERIALS			
16	R22	C 2	U	Identify and classify reading programs according to their stated philosophies and theories.	In accordance with specified criteria, describe in writing, the general characteristics of at least five different reading programs.	S	UFM
17	R22	C 2	U,I	Interpret existing measures of readability.	In writing, analyze the components of at least three different scales of readability. Discuss briefly what reader traits affect readability.	S	UFM
18	R22	C 2	U,P	Evaluate different types of reading programs in terms of the reading process.	In accordance with specified criteria, analyze critically at least two different types of reading programs.	S	UFM
19	R22	C 2	O	Recognize advantages and limitations of audio-visual equipment pertaining to reading.	Describe in writing the advantages and disadvantages of the following five audio-visual machines. a. tach-x b. controlled reader c. language master d. aud-x e. listening center Indicate an example of their possible applications to the reading program.	S	UFM

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL COMPONENT: READING

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
20	R22	C2	S,P	Demonstrate ability to create and develop innovative lessons based on existing programs currently in use.	Plan and teach a lesson to children using existing materials in an innovative way. Submit lesson plan and self-evaluation sheet.	a. Satisfactory lesson plan b. CE c. Completion of self-evaluation form as specified in module.	PST/UFM and Self-evaluation

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL COMPONENT: READING

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSO
				DIAGNOSIS AND ASSESSMENT			
21	R23	C 2	U,I, S,P	Analyze standardized reading tests and interpret scores of individual children.	a. Analyze in writing your reaction to two standardized reading tests.	S	PST/UFM
					b. Analyze a class profile of scores on a reading achievement test in terms of the needs and abilities of individual children.	S	
22	R23	C 2	U,I,S	Use a variety of modes of investigating children's needs and interests pertaining to reading.	Interview two children, a below-and above-average reader, using the specified interview form plus at least two additional measures for assessing childrens interests and needs.	Satisfactory completion of interview forms in accordance with criteria specified in module.	UFM
23	R23	C 2	U,I, P,S	Administer and analyze quantitative informal reading inventories.	Administer a quantitative informal reading inventory to one of the children interviewed in conjunction with competency above. Critically analyze the results.	Accuracy of data and inferences drawn.	UFM

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL

COMPONENT: READING

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
24	R23	C 2	U,I, P,S	Administer and analyze qualitative informal reading inventories.	Administer the reading assessment guide to both of the children interviewed in conjunction with Competency #22; critically analyze the results.	Accuracy of data and inferences drawn.	UFM
25	R23	C 2	U,I, P,S	Interpret results of reading assessments to children and involve them in selection of appropriate materials for instruction.	Tape a reading conference with one of the two children previously assessed. The purposes of the conference are to: a. Interpret results of reading assessment to pupil. b. Involve pupil in selection of instructional materials.	Tapes submitted to be analyzed as to appropriateness of materials selected and quality of teacher/pupil interaction.	UFM

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL — COMPONENT: READING

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
				INSTRUCTIONAL STRATEGIES			
26	R40	C 3	U,P,I	Develop instructional strategies for teaching syntax, grapho-phonemes and semantics.	Compile a reading resource file, including five instructional strategies in each of the following areas: syntax, grapho-phonemes, and semantics.	S	UFM
27	R40	C 3	S,P	Teach children to utilize various strategies for reading as needed including: syntax, grapho-phonemes and semantics.	Based on an assessment of individual children's instructional needs, teach them to utilize syntax, semantics and grapho-phonemes in decoding printed material. As evidence that children have learned the specific strategy taught have them apply the strategy to another reading passage.	a. Accurace diagnoses of instructional needs. b. Observation of original lessons and applications of strategy using evaluation guide.	PST/UFM and Peers
28	R40	C 3	S,P,U	Plan and teach lessons in critical areas of comprehension as needed. Include such areas as: a. making inferences b. drawing conclusions c. making judgments d. fact or opinion	Given a classroom setting, identify individual children or a group of children who require instruction in any of the following: a. making inferences b. drawing conclusions c. making judgments d. fact or opinion Plan and teach two lessons, each on one of the above.	CE	PST/UFM

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL COMPONENT: READING

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
29	R40	C 3	U,S	Develop a concept through reading in a content area.	Given a classroom setting, plan and teach a reading lesson to develop a concept from a content area to a group of children with common needs. Submit lesson plan.	SCE	PST/UFM
30	R40	C 3	I,U.S	Plan and teach a directed reading lesson to a group of children.	Given a classroom setting plan and teach a directed reading lesson to a group of children. (Submit lesson plan).	SCE	PST/UFM
31	R40	C 3	U,S	Conduct an individualized reading conference	Given a classroom setting, conduct two individualized reading conferences and submit complete anecdotal folders.	SCE	PST/UFM

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL — COMPONENT: CHILDREN'S LITERATURE

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
1	L 1	C 1	I,U	Select resources for children's literature.	Compile list of 5 resources for children's literature and indicate potential use of each.	S	UFM
2	L 1	C 1	S,I,P	Demonstrate skill at (a) reading orally and (b) story-telling.	Given a classroom setting, a) read a story to a group of children, and b) tell a story to another group.	CE	PST
3	L 1	C 1	U,I	Show familiarity with a minimum of 70 books representing at least six different genre of children's literature, and with the criteria for evaluating them.	According to specified instructions, compile an annotated bibliography of at least 70 books representing six genre of children's literature.	S	UFM
4	L 1	C	U,I	Show familiarity with major authors and illustrators in the field of children's literature.	Compile an annotated bibliography of books by five authors and five different illustrators in the field of children's literature.	S	UFM
5	L 1	C 1	S,U	Stimulate creative expression through the use of children's literature.	Given a classroom setting, prepare and teach a lesson demonstrating the ability to inspire creative expression through the use of children's literature.	CE and pupil's product	PST

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL — COMPONENT: CHILDREN'S LITERATURE

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
6	L 1	C 1	U,S,I	Integrate trade books and media into the content areas of the curriculum.	Select a unit of instruction on a specified topic within a content area. Indicate how specific trade books and media can be incorporated. Include bibliography.	S	PST/UFM
7	L40	C 3	S	Select books for an individual child based on assessment of child's interests, strengths and needs.	Select three children. Diagnose their reading interests as determined by conferences, reading records, interest inventories,etc. Based on this, suggest at least six books for each child. Provide rationale for choices.	Satisfactory diagnosis data,bibliographies and justifications as determined by jury of PST/UFM.	PST/UFM
8	L41	C 3	S	Understand bibliotherapeutic principles and their application in the classroom.	Choose a particular child and based on bibliotherapeutic principles suggest a reading list for that child.Submit bibliography and justification for choices.	S	UFM/PST

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL — COMPONENT: LANGUAGE ARTS

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
1	N40	C 3	S,U	Aid children to utilize sensory experiences as a basis for creative writing.	Plan and teach 2 lessons in creative writing which have a sensory base. Report to peer seminar on stimuli used, and show pupil products.	Lessons plans and pupil products.	PST/ UFM/Peers
2	N40	C 3	S,U	Utilize a variety of techniques for teaching prose writing.	Using at least 3 different techniques, motivate children to write prose.	Quality of product as determined by cooperating teacher's knowledge of children involved.	PST
3	N40	C 3	S,U	Utilize a variety of techniques for teaching poetry writing.	Using at least 3 different techniques, motivate children to write poetry.	Quality of product as determined by cooperating teacher's knowledge of children involved.	PST
4	N41	C 3	S	Plan and teach writing activities which develop and improve syntax.	Analyze the strengths and weaknesses in the writing skills of 5 children. Plan at least 2 potentially appropriate activities for each child and teach at least one. Evaluate the results of your lesson to UFM or PST.	SCE and Self-evaluation	PST/UFM and Self-evaluation
5	N41	C 3	S	Plan and teach writing activities which develop and improve clarity, punctuation and vocabulary and which is based on the particular needs and interests of pupils.			

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COMP. NO. 54	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
6	N42	C 3	S	Teach skills involved in writing business letters.	Given a classroom setting, and a relevant instructional objective, plan and teach the following lessons: a. Writing a business letter b. Writing a friendly letter	CE	PST
7	N42	C 3	S	Teach skills involved in writing friendly letters.			
8	N43	C 3	U,I	Show familiarity with various instructional strategies used with differing spelling approaches, i.e., spelling series, individualized spelling, language experience, etc., and relate these to varying learning styles.	Critically evaluate at least 3 different types of spelling programs such as: spelling series, individualized spelling, language experience, organic spelling.	S	PST/UFM
9	N43	C 3	S,U	Diagnose spelling strengths and weaknesses of children and plan appropriate instruction.	Given a classroom setting use at least 3 samples of pupils' writing and analyze spelling strengths and weaknesses. Based on these: a. Select at least 5 children who evidence spelling difficulty(ies) and make appropriate written recommendations for remediation. b. Implement your recommendations. c. Submit pre-and post test.	SC	PST/UFM

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL — COMPONENT: LANGUAGE ARTS

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
10	N44	C 3	S,U	Plan and teach handwriting lessons designed to promote pupil competency in legible handwriting while demonstrating that writing is a purposeful way to communicate.	Given a classroom setting, prepare and teach 2 handwriting lessons: a. utilizing material meaningful to children. b. which will increase the child's ability to write legibly. c. which will enable children to choose personal effective models of handwriting in daily work.	C E	PST/UFM
11	N45	C 3	P,S	Teach research and reporting skills.	a. Given a classroom setting, aid a group of children to achieve the following objectives: 1. Identify a specific topic and research information on it from at least three different sources. 2. Record information through note-taking. 3. Outline pertinent information. 4. Summarize data. 5. Present report in coherent organized form (either written or oral). Submit samples of at least five pupils' work. b. Identify children who may have difficulty in reading research material and aid them to plan alternate means of research and reporting.	C and self-evaluation of pupils' finished product according to guidelines.	PST and Self-evaluation

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL — COMPONENT: MATHEMATICS

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
1	M 1	C1	I	Demonstrate his/her own knowledge of mathematics skills and concepts taught in elementary school.	Written examination	Level of Mastery: 85%	UFM
2	M 2	C1	I,U	Evidence knowledge of learning theorists and their influence on mathematics instruction; specifically including: Bruner, Piaget, Gagne.	Given the theories of Gagne, Bruner and Piaget, develop 3 lessons plans, each one of which demonstrates the theorists influence on math and puts theory into action.	S	UFM
3	M 2	C1	P,S	Diagnose child's developmental level using Piagetian Conservation Tasks.	Given a classroom setting, and conservation tasks in ordering, quantity, area, substance and volume; assess three children's level of ability. Report conclusions.	SCE	UFM
4	M 3	C1	P	Utilize a variety of materials for teaching mathematics, such as: Cuisenaire rods, Unifix cubes, Dienes blocks, abacus, number lines, geoboards, balance scale.	Present two lessons to peer seminar each using a different one of the items mentioned in competency statement. One lesson should be for primary level, and one intermediate.	Clarity, organization of lessons and effectiveness of lesson for teaching previously identified objectives as determined by jury of UFM and 2/3 of peers.	Self-evaluation Peers/UFM

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL — COMPONENT: MATHEMATICS

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
5	M 4	C1	I,P	Read and utilize professional journals to aid in developing creative approaches to teaching math.	Given journals such as: The Arithmetic Teacher, Research in Mathematics Education, Science and Children, Teacher or The Instructor, the student will: a. read and analyze an article on Mathematics b. give a demonstration lesson based on a selected article.	Reaction to demonstration by peer seminar based on check list. Acceptable rating by jury of UFM & 2/3 of Peers present.	UFM/Peers
6	M 4	C1	S,P	Create original math material.	Design a game out of "everyday" material. Use it with a group of children to teach or reinforce a math concept. Share the game with peers and report results of use.	Critical self-evaluation of game in report to peer semester.	Self-evaluation
7	M20	C2	I,U	Designate sequence and scope of mathematics, K-6.	Given a series of concepts place them in an ordered sequence and designate approximate time for starting and approximately when skill development should be attained.	S	UFM
8	M21	C2	I,U	Describe and compare alternative materials and methods for teaching elementary school mathematics.	Using specified guidelines describe and compare in writing three different methods of teaching mathematics, including description of materials used in each approach.	S	UFM

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL COMPONENT: MATHEMATICS

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
9	M21	C2	U,I	Compare methods of teaching different mathematical concepts.	Identify a specific math concept and compare two different methods of teaching it.	S	UFM
0	M22	C2	S	Teach math skills and concepts in accordance with developmental needs of children.	Given a classroom setting, teach at least three lessons in three different skills or concepts.	CE	PST/UFM
1	M40	C3	S	Help pupils investigate mathematical modes of thought through discovering number patterns and relationships; analyzing mathematics in interpreting everyday life and other curriculum areas.	Given a classroom setting, and materials such as: balance scale, cuisenaire rods, springs, geoboard; construct activities and questions which will result in pupils generating and recording data, describing patterns in this record by words or formula, providing additional data, and generalizing the pattern for all such tables.	Pupil product will be analyzed to determine whether objectives have been achieved.	UFM/PST
2	M41	C3	I,U	Evidence familiarity with verbal and written techniques for assessing children's mathematical understandings.	a. List 4 different assessment procedures (2 verbal, 2 written). b. Develop a math diagnostic instrument and indicate group of children for whom it is appropriate and concept to be tested.	S	UFM

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL COMPONENT: MATHEMATICS

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
.3	M41	C3	S	Prescribe and apply strategies for remediation of math weaknesses based on diagnosis.	a. Given a group of six children, diagnose mathematical understandings, and propose appropriate remediation. b. Implement proposal with at least two of the children. Submit pre- and post-test.	a. S b. Examination of pre-and post test of children for evidence that concept has been learned.	UFM/PST UFM/PST
4	M42	C3	S	Plan and implement a unit of math instruction providing for individual differences.	Given a classroom setting, design and present a series of lessons on a specific math concept. Administer pre-and post-test. Submit lesson plan with specific behavioral objectives for individuals and groups based on diagnoses.	a. Quality of lesson plan b. CE c. Pre-and post-tests of children.	PST & UFM acting as jury

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL COMPONENT: SCIENCE

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
1	S 1	C 1	I,U	Demonstrate knowledge of science textbooks and commercial programs for teaching elementary school science, such as: A.A.A.S. S.C.I.S. E.S.S. Nuffield 5-13	Select 3 science texts and 3 programs from a given set of current interest. Describe and contrast these in accordance with specified criteria.	S	UFM
2	S 2	C 1	P	Evaluate various approaches to elementary school science teaching.	At a peer seminar, contrast the methods of teaching basic scientific concepts in a text-book oriented approach and an inquiry approach by reference to specific texts and programs.	Satisfactory performance as determined by UFM and 2/3 of peers present.	UFM/Peers
3	S 3	C 1	I,P,S	Demonstrate an ability to use basic scientific principles in explaining selected natural phenomena, such as: life cycles of plants and animals and simple physical systems.	a. Present reports to peer seminar on two basic scientific principles and suggest three classroom experiences related to each.	E	UFM
					b. Teach at least one lesson derived from above to a group of children.	CE	UFM/PST

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL — COMPONENT: SCIENCE

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
4	S20	C2	S	Design science activities for children which provide opportunities for hypothesizing, experimentation, observation, problem-solving, interpretation of data.	Given a classroom setting, plan and implement four science activities for individuals or groups of children. Activities should provide opportuities for children to engage in each of the processes noted in competency statement.	CE	PST/UFM
5	S20	C2	S	Utilize "every-day" materials in the science program.	In at least two of the four activities above utilize "every-day" materials.	C	PST/UFM
6	S21	C2	P,S	Demonstrate ability to use basic scientific materials: such as balances, thermometers, simple microscopes, culture medias, etc.	Given a selection of basic materials either in a classroom or peer seminars, demonstrate proficiency in use and potential classroom applications.	Check list indicating satisfactory performance with each of materials.	PST/UFM/ Peers
7	S40	C3	S	Plan and teach science lessons in both physical and life sciences.	Given a classroom setting, plan and teach a minimum of three lessons from different areas of science.	CE	PST/UFM
8	S41	C3	S	Recognize relationship between science and other subject areas: mathematics, social sciences (environmental problems, population concerns, territorial behavior, etc.), language arts.	Design and implement a unit of science instruction which integrates at least two other subject areas.	SCE	PST/UFM

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL — COMPONENT: SOCIAL STUDIES

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
1	W 1	C 1	I,P	Recognize the effect of both social conditions and the social sciences on elementary school social studies.	Write a position paper on the relevance of the elementary school social studies curriculum to the lives of children.	S	Peers UFM
2	W 1	C 1	I,P	Define major generalizations from the social sciences (anthropology, economics, geography, history, political science, sociology) and identify them in texts.	Given selected reading passages, identify the major social science generalizations.	Merrill series on social sciences will be used as model. Level of Mastery: 80%	Peers UFM
3	W 2	C 1	I,P	Locate a variety of resource materials and creatively integrate them into plans for lessons.	Given a topic, list and describe at least 20 resources which include: fiction and non-fiction books and short stories, poems, films, records, tapes, free and inexpensive materials, etc. Indicate their potential classroom use in teaching social studies.	Completeness and appropriateness of resource list and innovative use of material.	Peers UFM

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL — COMPONENT: SOCIAL STUDIES

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
4	W20	C2	I,S,P	Describe and analyze a variety of social studies curriculum projects and programs.	a. Using specified guidelines taken from the NCSS, describe and compare in writing three current social studies projects.	S	UFM
					b. Observe at least one in operation in the classroom and critique to peer seminar.	P	UFM
5	W20	C2	I	Describe and analyze resource materials (other than comprehensive programs and projects), in terms of social studies content and skills.	Given specified materials, identify skills and content for grade placement.	80% agreement between student placement of material and assessor's.	UFM
6	W21	C2	S,P	Plan and teach current events lessons using problem-solving strategies.	Plan two current events lessons, one for the primary grades and one for the intermediate grades, using the following: inquiry, problem formulation, hypothesis, conceptualization, collection of data, evaluation and analysis, generalization. Teach both in classrooms.	SCE	PST UFM Peers

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL — COMPONENT: SOCIAL STUDIES

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
7	W40	C 3	S,P	Plan and teach a long range interdisciplinary unit focusing on an elementary school social studies curriculum topic.	Given a classroom setting, plan and teach an entire unit plan according to following outline: significance of unit, objectives, content, sources of information, learning activities and evaluation. Submit unit plan.	SCE	PST Peers

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL — COMPONENT: CREATIVE ARTS

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
				ART			
1	A 1	C 1	I,P	Distinguish children's artistic expression at different developmental levels.	Match samples of children's art work to developmental levels in accordance with specified scale. Present results to peer seminar.	S	Peers Self UFM
2	A 1	C 1	P	Develop a range of basic art activities appropriate to different developmental levels of children.	Construct six art projects that demonstrate simple to complex learning skills within one art discipline, e.g. sculpture, design. Present to peers.	Approval of 2/3 of peers present.	Peers Self
3	A 1	C 1	P	Demonstrate familiarity with a variety of artistic experiences.	Present a "one-person" show to a peer seminar. Employ at least six different modes of expression. Indicate potential classroom applications.	P	Peers Self
4	A 1	C 1	S,P	Initiate art activities in the classroom which: a. Foster children's creativity. b. Extend children's learning in subject areas.	Given a classroom setting, develop two different art activities with groups of children, one of which is directly related to a curriculum area. Submit samples of work to peer seminar.	Samples of children's work to be reviewed and assessed by peers.	Peers Self

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL COMPONENT: CREATIVE ARTS

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
				MUSIC			
5	A 2	C 1	I,P	Develop a repertoire of rhymes, tunes and games for classroom use.	Compile a resource file of the following: 15 rhymes, 10 tunes, 5 games. Indicate approximate age levels of each.	Agreement as to level and potential classroom use of material.	Self Peers UFM
6	A 2	C 1	S	Demonstrate ability to teach children a rhyme, tune or game.	Given a classroom setting, teach a group of children a rhyme, tune or game from personal resource file.	C and pupil's knowledge of item taught.	PST
7	A 2	C 1	P	Evidence familiarity with fundamentals of music to include: pentatonic and diatonic scales, Curwen hand signals, steady meter.	At a peer seminar, demonstrate knowledge of terms listed in competency statement by use of appropriate illustrations.	Level of mastery: 100%	Self Peers UFM
8	A 2	C 1	P	Demonstrate ability to teach fundamentals of music through the use of rhymes, tunes and games.	At a peer seminar, teach a rhyme, tune and game using the following where appropriate: Pentatonic and diatonic scales, Curwen hand signals, steady meter	N	Self Peers UFM

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL

COMPONENT: DRUG AND ALCOHOL ABUSE (PREVENTION EDUCATION)

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
1	D40	C 3	U,I	Name the major pharmacological classifications of drugs.	Written Examination on Competencies 1-8.	Level of Mastery: Grade of "B"	UFM
2	D40	C 3	U,I	Describe the physical effects of drugs by classification.			UFM
3	D40	C 3	U,I	Describe the legal status of drugs by classification and the consequences for illegal possession or sale.			UFM
4	D40	C 3	U,I	Identify the proper (safe) use and the misuse of drugs.			UFM
5	D40	C 3	U,I	Recognize situations and circumstances leading to the use of drugs.			UFM
6	D40	C 3	U,I,S	Make effective referrals to appropriate informational or helping resources.			UFM
7	D40	C 3	U,I,S	Assess the usefulness of instructional materials related to drug-alcohol education in terms of accuracy and appropriateness for various groups.			UFM

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SUNY - STONY BROOK - ELEM. (N-6) PROVISIONAL — COMPONENT: DRUG AND ALCOHOL ABUSE (PREVENTION EDUCATION)

COMP. NO.	MODULE NO.	LEVEL & SEQUENCE	SETTING FOR ENABLING ACTIVITIES	REQUIRED KNOWLEDGE, SKILLS, ATTITUDES The student can:	EVIDENCE OF ATTAINMENT STUDENT PERFORMANCE	BASIS FOR ASSESSMENT	ASSESSOR
8	D40	C 3	U,I,S	Be aware of community values, school policies and government laws with regard to drug-alcohol use and relate these to programs of drug education.			UFM

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SECTION II

E. Student Guidance[2]

Overall supervision of the program and general guidance and advisement for students entering the program will be the responsibility of the Elementary Education CBTE coordinator.

Guidance of students within the program will basically be the responsibility of the CBTE team, described below.

The CBTE Team: A team will consist of three faculty members and about forty students from each of the three levels of the program (upper junior, lower senior and upper senior). The mixed grouping of students in the team will permit students to more easily complete the program at varying periods of time. Those who accelerate or who progress more slowly can work with other students in the team on corresponding levels.

Within the team, one faculty member will be primarily responsible for the guidance, advisement and management of one-third of the students, including the following specific functions: a) maintenance of records of the students' progress through the program, b) scheduling of field experiences, c) organization of peer seminars, d) advisement to the students on completion of modules, e) arrangements for students to take pre- and post-tests, f) collection of data for management information and program evaluation, g) reports on students' progress to CBTE coordinator, concerned faculty members and students.

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2 For rights of students enrolled in Teacher Education Programs see Appendix A.

Each month the team faculty member will issue a report to the CBTE coordinator indicating which modules a student has completed, which are currently in work, and other information about that student's progress through the program. A copy of this report will be sent to the student to ensure that he/she is constantly aware of his/her standing.

It is anticipated that students and faculty will remain with a team for three semesters, however, if for any reason this appears inadvisable, changes will be made upon request.

SECTION II F. Program Evaluation and Management

For the purpose of Program Evaluation and Management, two systems will be created:

(a) Management Information System (MIS) -- procedures for collecting, analyzing, interpreting, and reporting data; and

(b) Program Evaluation System (PES) -- procedures for employing data and informed subjective judgment in order to effect program improvement.

It should be noted that the MIS, PES, and Guidance Systems (discussed previously) all overlap to some extent. For example, the MIS will supply formative and summative kinds of data analysis for use in guidance and program evaluation. Furthermore, the results of program evaluation are likely to effect changes in the Guidance System and the MIS.

MANAGEMENT INFORMATION SYSTEM

Responsibility for the MIS will reside with appropriate faculty members. As indicated above, the MIS is in charge of "procedures for collecting, analyzing, interpreting, and reporting data." Clearly, in the context of evaluating our CBTE Program the MIS plays a vital role. Among the more important tasks to be performed by those assigned to the MIS are: (a) providing consultation to faculty in the areas of evaluation, assessment, testing, and measurement; (b) data collection and analysis and (c) providing input and feedback for guidance and program evaluation purposes. Let us now examine each of the above

in somewhat more detail.

CONSULTATION

Most school and university faculty working in CBTE are not completely familiar with the intricacies of relevant procedures for evaluation, assessment, measurement, and testing. Furthermore, when feasible, it is desirable to have a relatively common set of working procedures for measurement and testing in order to simplify the collection, analysis, and interpretation of data. For these reasons, the MIS Team will provide consultation to school and university faculty working in CBTE. This consultation will take the form of: (a) workshops, demonstrations, or seminars to which all faculty will be invited, and (b) consultation with individual faculty as the need arises.

DATA COLLECTION AND ANALYSIS

As indicated previously, the Guidance System will be responsible for collecting most of the data directly relevant to student attainment of competencies. These data will, in turn, become available to the MIS for statistical analysis. Data that do not directly constitute an assessment of student competency will generally be collected by the MIS Team. Such data include much of the data discussed below in the context of the PES (e.g. questionnaire data collected from school administrators).

In order to accomplish data analysis a number of different files will be created and updated as required. The most critical files will constitute: (a) student background and entrance data: (b) student performance data on assessment measures:

(c) other student data; and (d) data from questionnaires administered to person other than students (possible several files).

It is too soon to specify the exact nature of the analyses that will be performed; however, there are certain kinds of analyses that will be undertaken: (a) analyses that provide graphical and statistical summaries of performance by individual students; (b) analyses that provide graphical and statistical summaries of student performance on individual competencies or clusters of competencies; (c) analyses that provide statistical summaries of questionnaire data; and (d) statistical analyses of particular assessment instruments.

With regard to the last category of analyses, measures of reliability and validity will be obtained. Since the assessment instruments are criterion-referenced, for the most part validity will be assessed through content (rather than criterion or construct) validity procedures. When possible, we will have at least two experts independently assess the extent to which the assessment instrument is an adequate measure of the competency or competencies. With regard to reliability three general types of reliability are potentially applicable: (a) equivalent forms reliability; (b) test-retest reliability; and (c) measures of internal consistency. For each general type of reliability, different measures might be calculated. However, there is, at present, considerable controversy concerning the "best" measures for assessing the reliability of criterion-referenced instruments. Rather than take a firm stand on which measure is "best," we will endeavor to report several measures whenever possible, and

the MIS Team will advise faculty concerning the interpretation of the different measures.

FEEDBACK

Data collection and analysis should not be an end unto itself, especially in the context of a dynamic program. Thus, the results of data analysis will serve as input for the PES and feedback to the Guidance System. The importance of this feedback function cannot be overestimated if our CBTE program is to be a constantly improving instructional system. Consequently, the MIS Team will make every effort to create reports that are as complete, accurate, and maximally useful as possible. Furthermore, the MIS Team will be available to school and university faculty for consultation in interpreting the results of data analysis for the purposes of program revision.

PROGRAM EVALUATION SYSTEM

The State Department of Education has mandated that a proposal for a certification program should: (a) answer the question "How will appropriateness and adequacy of goals be examined and goals modified as the program progresses," and (b) should contain evidence that a program evaluation system has been established to identify and correct program weaknesses. It seems to us that these two requirements are clearly related in that an adequate program evaluation system should, among other things, identify and correct program weaknesses related to inappropriate or inadequate goals. Thus, in this section, we

describe a Program Evaluation System (PES) which satisfies both of the above-stated mandates.

The function of the PES is to identify and correct program weaknesses. In particular, we are interested in weaknesses related to inappropriate or inadequate: (a) goals or competencies, (b) evaluation activities used to determine whether or not competencies have been attained, and (c) instruction or instructional material, used to teach competencies. Thus, to a large extent, the PES is primarily a system for what is frequently called "formative evaluation" in which the "unit of analysis" is a competency or a cluster of competencies.

The principal components of the PES are: (a) student performance data, (b) questionnaire data, and (c) review processes. In the following subsections we describe each of these components.

STUDENT PERFORMANCE DATA

For a given competency or cluster of competencies one can obtain several different kinds of student performance data including: (a) pre-requisite test data -- data reflecting whether or not a student has the prerequisites for the competency or competency cluster under consideration, (b) pretest data -- data reflecting whether or not a student has attained the competency or competency cluster prior to instruction, (c) instructional time -- data reflecting how long it takes a student to achieve the competency or competency cluster, (d) posttest data -- data reflecting student performance on a competency or competency cluster immediately after instruction, and (e) retention test data -- data reflecting student performance on a competency or

competency cluster some time after instruction.

Clearly, not all of the above data can be (nor do they need to be) collected for every competency or competency cluster, but these data are the kind of student performance data that will be collected in order to aid in the assessment of the adequacy of competencies, evaluation activities, and instruction.

It is important to note that the above data, or subsets of these data, may be used for the purpose of evaluating or grading students, but this is not the primary function of these data in the PES system. Students will, of course, be tracked through the program; i.e., a record of the competencies achieved and not achieved by each student will be kept. For the purposes of program evaluation, these data are principally useful in identifying atypical students. Such students may lack previously unidentified prerequisites or may require a different kind of instruction.

QUESTIONNAIRE DATA

Student performance data help in assessing the adequacy of program elements, but other types of data are also needed, espscially for the purpose of assessing the appropriateness of competencies, evaluation activities, and instruction. Most of these other types of data can be grouped together under the heading "questionnaire data." Such data are usually collected by means of checklists, rating scales, or open-ended questions.

Questionnaires related to competency clusters will be administered to: (a) school administrators, (b) school teachers and university professors, (c) students currently in the program,

(d) if possible, students who have graduated from the program, and (e) if possible, the employers of students who have graduated from the program. Thus, there are potentially four different questionnaires that will be administered; however, certain aspects of these questionnaires will be common to all of the groups indicated above.

REVIEW PROCESSES

The student performance data and the questionnaire data (in appropriately summarized forms) will serve as input into three levels of program review, if necessary, revisions:

(a) sub-task force review: undertaken by teachers, professors, administrators, and, in some cases, students involved in developing and reviewing all aspects of particular competency clusters;

(b) program task force review: undertaken by those persons having comprehensive responsibility for the development and evaluation of the CBTE Elementary Education Program; and

(c) Stony Brook CBTE Policy Board review; undertaken by members of the Policy Board, which includes faculty and administrators in both the University and the schools.

The sub-task force and program task force review will take place at least twice a year, and the Policy Board review will occur at least once each year.

SECTION III - INVOLVEMENT - TO DATE

A. Involvement of Public School Personnel

1. Involvement of personnel in the planning and development of this program has been on two levels:

a. Policy Board - the basic consortial group composed of six public school administrators, six public school teacher association representatives and six university faculty members and administrators:

Members of Policy Board

Baron, Fred, Director of Personnel
Smithtown Central School District
100 Central Road
Smithtown, New York 11787

Bonahue, Edward, Administrative Assistant
Sachem Public Schools
245 Union Avenue
Holbrook, New York 11741

Elling, Barbara
Associate Professor of German
Chairperson of Policy Board and
CBTE Campus Committee; Coordinator
of all CBTE related activities, 1974-5

Feinberg, Martin, Teacher Association Representative
Central Islip Public Schools
Wheeler Road
Central Islip, New York 11722

Gaggin, Warren, Teacher Association Representative
Lindenhurst Public Schools
141 School Street
Lindenhurst, New York 11757

Gross, Robert, Assistant Professor
Secondary Education
Department of Education
State University at Stony Brook

Guidera, Kevin, Teacher Association Representative
Southampton Public Schools
70 Leland Lane
Southampton, New York 11968

Harto, Val, Assistant Superintendent
Three Village Central School District
Setauket, New York 11733

Hoffmann, Charles, Professor of Economics
State University at Stony Brook

Kreuter, Mortimer, Acting Dean
of Continuing & Developing Education
Director for Teacher Certification
State University at Stony Brook

Mirey, Walter, Assistant Superintendent
Central Islip Public Schools
Wheeler Road
Central Islip, New York 11722

Paldy, Lester, Assistant Professor
Mathematics and Science
State University at Stony Brook

Patterson, Laurie M., Assistant Superintendent
Southampton Public Schools
70 Leland Lane
Southampton, New York 11968

Roland, Mark, Assistant Superintendent
Northport-East Northport Union Free School District
166 Laurel Road
East Northport, New York 11731

Stephens, Lillian, Assistant Professor
Elementary Education
Coordinator of Elementary Education Task Forces
State University at Stony Brook

Streitwieser, William, Teacher Association Representative
Northport-East Northport Union Free School District
Box 210, Northport, N. Y. 11768

Strong, William, Teacher Association Representative
Three Village Central School District
Setauket, New York

Zilinsky, Pieter, Teacher Association Representative
Commack Public Schools
80 Hauppauge Road
Commack, New York 11725

b. Elementary Education Task Force-organized under the direction of the Policy Board and consisting of 21 public school personnel, 13 university faculty members from the Department of Education and three students.

Members of Elementary Education Task Forces

Arbuss, Barbara
Vanderbilt Elementary School
350 Deer Park Avenue
Dix Hills, N.Y. 11746

Bradnick, Gerald A., Principal
Larkfield Elementary School
Cheshire Place
East Northport, N. Y.

Cederberg, Dolores
Vanderbilt Elementary School
350 Deer Park Avenue
Dix Hills, N. Y. 11746

Dickenson, Marcia
Minnesauke Elementary School
Bennett Road
Setauket, N. Y. 11785

Foernsler, Jeffry A.
Paumanok School
Udall Road
West Islip, N. Y. 11795

Gaggin, Warren
Lindenhurst Public School
141 School Street
Lindenhurst, N. Y. 11757

Galantino, Erasmo, Jr.
South Country School District
Box 1, Mount Sinai, N. Y. 11766

Klaffer, Gerald L. Principal
Head of the River Elementary School
Hollywood Drive
Smithtown, N. Y. 11787

Kramer, Keith
Oxhead Road School
Oxhead Road
Centereach, N. Y. 11720

Krasner, Miriam
North Country School
Suffolk Avenue
Stony Brook, N. Y. 11790

Mello, David
Chippewa Elementary School
Morris Avenue
Holtsville, N. Y. 11742

Newhouse, Mark
Reed Elementary School
Half Mile Road
Central Islip, N. Y. 11722

Petroske, Edward
Vanderbilt Elementary School
350 Deer Park Avenue
Dix Hills, N. Y. 11746

Prouty, Dorrie
Minnesauke Elementary School
Bennett Road
Setauket, N. Y. 11785

Rocker, Linda
St. James Elementary School
Lake Avenue
St. James, N. Y. 11780

Roethgen, Brian
Andrew T. Morrow Elementary School
Sycamore Avenue
Central Islip, N. Y. 11722

Spencer, Joanne
Signal Hill Elementary School
670 Caledonia Road
Dix Hills, N. Y. 11746

Spinner, Rhoda
Comsewoque Elementary School
505 Bicycle Path
Port Jefferson Station, N.Y. 11776

Stein, Lois
Signal Hill Elementary School
670 Caledonia Road
Dix Hills, N. Y. 11746

Stiller, Alfred
BOCES II
201 Sunrise Highway
Patchogue, N. Y. 11772

Werner, Ben
Arrowhead Elementary School
Arrowhead Lane
East Setauket, N. Y. 11733

Students

Chorowski, Beverly

Gould, Evelyn

Jacobson, Debra

University Members

Annacone, Dom	Department	of	Education
Bandes, Barbara	"	"	"
Baskin, Barbara	"	"	"
Brennan, Robert	"	"	"
Gross, Robert	"	"	"
Hedley, Eugene	"	"	"
Haggerty, Don	"	"	"
Kaplan, Elaine	"	"	"
Maslinoff, Lou	"	"	"
Ross, Edna	"	"	"
Schumann, Rosemary	"	"	"
Schwartz, Edith	"	"	"
Stephens, Lillian	"	"	"

2. Selection and Role of Members of the Policy Board

a. Selection of Members

A CBTE Campus Committee was established in January 1974. This committee instituted the following steps leading to the establishment of the Policy Board.

1. Invited the administrators and teacher association representatives of all public schools in Suffolk County to a series of regional meetings.

2. Mailed questionnaires to all of the above in order to determine the degree of interest.

3. Conducted a workshop on CBTE designed to facilitate future collaboration of the public schools and the University.

4. Compiled a list of those public school teachers and administrators who:

a. Had indicated interest on a questionnaire the University mailed to all school districts in Suffolk County.

b. Had attended the regional meetings with University faculty to which all districts in Suffolk County were invited.

c. Had attended a conference on CBTE held at SUSB regarding policy board membership, participation in developmental task forces and the establishment of field centers.

5. Selected, guided by socio-economic and geographic considerations, ten districts from this list and asked that:

a. The Superintendent appoint a representative of the administration to serve as a member of the Policy Board.

b. The Teacher Association elect one representative to

serve as a member of the policy Board. In some districts only one of these constituencies was willing or able to serve.

6. Recommended that these six public school administrators, and these six presidents or elected officials of the recognized professional teacher association, and six university faculty members, all of whom had previously indicated to the President their willingness to serve be considered for appointment.

The President concurred with the committee's recommendations; made the appointments to the eighteen-member policy board for the year 1974-75. The Policy Board elected Barbara Elling chairperson at the first meeting, April 25, 1974.

b. Role of the Policy Board

1. Authorization of establishment of task forces.
2. Participation in the selection of public school teachers and administrators for membership on the task forces.
3. Approval of the membership of the task forces.
4. Approval of the structure and objectives of the task forces.
5. Approval of all materials written by the task forces and presented at intervals to the Board.
6. General advisement on all phases of the program.
7. Review and endorsement of the program.[1]

3. Organization and Role of the Elementary Education Task Forces

a. Organization of Elementary Education Task Forces.

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[1] For pertinent correspondence see Appendix B.

At the first meeting of the Policy Board on April 25, 1974, Lillian Stephens was authorized to organize an Elementary Education Task Force to aid in program development. In conjunction with this mandate, public school teachers, administrators and university faculty members were invited to an organizational meeting on May 7, 1974.[2] Thirty-four persons attended: 21 were from school districts (14 different districts were represented), 11 were faculty members, and 2 were students.

b. Role of Elementary Education Task Forces

1. The first meeting discussed: a) programmatic assumptions, b) formulation of competencies, and c) organization of sub-task forces to further define the role of the teacher and required knowledge, skills and attitudes in a number of areas. The following eight-sub-task forces were established: program goals, communications, natural sciences, early childhood, measurement and evaluation, psychological foundations and generic. Each included both public school and university personnel.

2. The task force met as a whole bi-weekly through June 19th while sub-groups met weekly. The larger meetings explored assumptions about the role of the teacher in various ways: the group charged with formulating goals distributed a series of working papers for discussion, b) each group presented a group of competencies derived from its assumptions, and c) the current teacher education program at Stony Brook was analyzed for strengths and weaknesses in training teachers to meet projected roles and responsibiliti .

3. By June 4th the work of the sub-groups was coordinated. Utilizing the assumptions common to each group, a master list of competencies was derived. The list was examined and approved during the final two meetings of the task force in June.[3]
4. A summer workshop (June 24-July 19, 1974) subsidized by the university was organized under the leadership of Lillian Stephens, university Elementary Education CBTE coordinator. Ten public school personnel, 10 faculty members, and 2 students participated. The workshop generated sub-competencies, assessment procedures, and module outlines - all based on the master list of competencies (see item 3 above). This procedure gave the program a common base.
5. The material completed by the summer workshop was edited by a team of university faculty members from the Elementary Education Department and submitted to all task forces for further recommendation and approval.[4]

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[2] For copy of the letter see Appendix C.

[3] For a copy of the master list of competencies see Appendix D.

[4] The final program (Section II C and D) was distributed to thirty-six public school teachers and administrators for review.

SECTION III - INVOLVEMENT

B. Plans for Future Collaboration

1. The Policy Board and the Elementary Education Task Forces will continue to work collaboratively with the university in accordance with the guidelines established for the CBTE Policy Board. A copy of the pertinent section of the Policy Board guidelines follows.[5]

Section I - Goals

Teacher Competency - to assure the public that professional personnel prepared by SUNY/Stony Brook for the schools demonstrate skills, knowledge, and attitudes to enable children to learn.

Collaboration - to search for ways to achieve the the fullest possible collaboration of the various constituencies concerned with the improvement of teacher preparation.

Governance - to establish governance patterns which encourage creative and flexible approaches to the broad issues involved in teacher education, certification, and professional qualifications.

Philosophy

Inherent in the goals set forth above is the understanding that new practices in teacher preparation will develop from tapping the cumulative experience, knowledge, and insights of the collaborating constituencies.

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[5]For a complete copy of the Policy Board Guidelines see Appendix H.

SECTION II. Specific objectives in the pursuance of goals.

A. To initiate, facilitate, monitor, and review the preparation of proposals for the pre-service competency-based teacher education programs at SUNY at Stony Brook in Elementary Education (N-6); and Biology, Chemistry, Physics, Earth and Space Sciences, English, Foreign Languages, Mathematics and Social Studies (7-12).

1. by organizing, guiding and evaluating program-planning task groups;
2. by surveying needs and identifying resources for each operational unit and recommending how means of support might be applied;
3. by assuring proper communication of program development;
4. by approving and/or noting disagreement with program development; and
5. by forwarding review proposals, via the President of the University and SUNY Central, to the State Education Department for its approval of programs for teacher certification.

B. To oversee the course of program implementation and provide program modification where emerging needs indicate such is required.

C. To assess and explore the educational and professional needs of the communities to be served and to propose training programs which reflect current research on teaching careers and opportunities.

SECTION VI. 3. Ad hoc - Committee to deal with Negotiations of Individual Master Contracts between school districts and the University.

a. 3 members appointed by the chair (one from each constituency).

b. Date and duration of appointments also set by the chair.

c. Charge - to draft a list of recommendations and guidelines to be followed in negotiating Master Contracts. The following components should be addressed:

1. absolute requirements.
2. exclusions.
3. recommendations.

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SECTION VII. Practices, Powers, and Teacher Education Responsibilities.

A. Program Development

1. Establish organizational task forces.

a. Approve recruitment procedures of public school and professional association participation on task force(s).

b. Make regulations regarding participants.

c. Schedule at least two reporting dates when task force chairperson(s) will review progress for the Policy Board.

1. Early report should include the objectives, assumptions, and goals of the task force.

2. Other reports - program development.

d. Approval or modifications should be indicated by the Policy Board at each reporting stage.

e. Final approval of work completed by the task force(s) rests with the Policy Board.

B. Communication and Informational Responsibilities

1. Availability of resources and statements on CBTE developments as well as activities on other campuses should be reported on from time to time.

2. School Districts and Professional Organizations should be kept informed of the work of the Policy Board, especially the progress being made in complying with the State Education Department timetable for teacher education program changes.

SECTION III - B CONTINUED

2. At present the university and one school district are in the process of finalizing an agreement to establish a field center (Northport Public School District).[6] It is anticipated that other such collaborative agreements for field centers will be reached. As the program is implemented, additional public school teachers and administrators will be involved both through field centers and other schools in which students are placed for field experiences. This will open further channels of collaboration and permit wider participation in research on program evaluation, review and revisions.
3. Additional references to the collaborative efforts and agreed-upon responsibilities are noted in Section II F, Section III A, and Appendix E.
4. For a description of involvement by other sections of the university campus see Section IV 3.

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[6]For a copy of the agreement, see Appendix E.

SECTION III - INVOLVEMENT

C. Evidence of Collaborative Efforts

The evidence of collaboration consists of two parts:

1) a statement signed by the public school administrators and university faculty members of the Policy Board and

2) letters addressed to Barbara Elling, Chairperson of the Policy Board by the teacher association representatives.[7]

No reservations have been expressed by the public school administrators or university faculty members. The position of the teacher association representatives is expressed in the letters on pages 95a, 95b, 95c, 95d and 95e. There are no present indications of any differences which will affect program implementation.

[7]A letter from teacher association representative Warren Gaggin was not received as of the date of submission of this proposal.

ATTESTING STATEMENT

EVIDENCE OF COLLABORATIVE EFFORTS

The attached program was prepared with "significant and functional cooperative efforts" among school districts, the State University of New York at Stony Brook, and professional personnel of the school districts representing the professional association. Representatives were chosen as described in Section III.

The parties agree to assume responsibilities for implementation as described in Section III - A and B and Appendices E and H.

ATTESTING SIGNATURES

President of the University

John S. Toll

Public School Administrators

Fred Baron

Edward Bonahue

Val Harto

Walter Mirey

Laurie Patterson

Mark Roland

University Faculty and Administration

Barbara Elling

Robert Gross

Charles Hoffmann

Mortimer Kreuter

Lester Paldy

Lillian Stephens

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Suffolk Service Center

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nysut UNITED TEACHERS
NEW YORK STATE UNITED TEACHERS, INC.
350 Vanderbilt Motor Parkway
Hauppauge, New York 11788
(516) 273-8822

October 25, 1974

Dr. Barbara Elling
Chairperson, CBTE
SUNY Stony Brook
Stony Brook, N.Y. 11790

Dear Dr. Elling:

This is to affirm that the attached program was prepared with "significant and functional cooperative efforts" among school districts, the State University of New York at Stony Brook, and professional personnel of the school districts representing the professional associations. Representatives were chosen as described in Section III.

The absence of the teachers' signatures on the joint signature sheet of the Policy Board was due solely to the imposition of a November 1st deadline which precluded a full review of the documents by the teachers.

At this time, this does not imply disagreement with aspects of the program or procedures of this Board. We are hopeful that we can come to agreement by the State Education Department deadline of February 1, 1975.

Albert Lenberg

Affiliated with the National Education Association and the American Federation of Teachers, AFL-CIO

Suffolk Service Center

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October 25, 1974

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Kevin Gruber
Peer Southampton Teacher Corps

Suffolk Service Center

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NYSUT UNITED TEACHERS
NEW YORK STATE UNITED TEACHERS, INC.
350 Vanderbilt Motor Parkway
Hauppauge, New York 11788
(516) 273-6822

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Chairperson, CBTE
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Stony Brook, N.Y. 11790

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William Streitweiser

Affiliated with the National Education Association and the American Federation of Teachers, AFL-CIO

Suffolk Service Center

NEW YORK STATE UNITED TEACHERS, INC.
350 Vanderbilt Motor Parkway
Hauppauge, New York 11788
(516) 273-8822

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October 25, 1974

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SUNY Stony Brook
Stony Brook, N.Y. 11790

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William Stacy

Suffolk Service Center

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nysut UNITED TEACHERS
NEW YORK STATE UNITED TEACHERS, INC.
350 Vanderbilt Motor Parkway
Hauppauge, New York 11788
(516) 273-8822

October 25, 1974

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Chairperson, CBTE
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Stony Brook, N.Y. 11790

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Affiliated with the National Education Association and the American Federation of Teachers, AFL-CIO

SECTION IV -- Additional Information

A. Instructional Program

1. Description

The Stony Brook elementary education program is an individualized, modularized, personalized program consistent with the competency-based mode and with the following salient features:

a. The instructional program is divided into thirteen components:

Generic

Child Development

Foundations of Education

Measurements and Evaluation

Reading

Children's Literature

Language Arts

Mathematics

Science

Social Studies

Creative Arts

Drug and Alcohol Abuse (Preventive Education)

Within each of these components, the knowledge, skills and attitudes required for certification are explicitly defined and the evidence which will be accepted to demonstrate attainment of these is stated.

b. The basic unit of instruction is the module. Modules are generally short devoted to one or a few competencies. In some instances, related modules comprise a cluster. Modules are organized in the generally accepted form with specifications

of rationale, concise objectives, prerequisites (if any), pre- and post-assessment procedures, learning activities, and suggestions for remediation (if necessary).

c. Individualization is achieved by: permitting alternative means of achieving the desired objectives, choice of modules within some components, and provision for individual pacing in completing the program.

d. There are a number of different learning modes recommended: large and small group lectures, workshops, role-playing, micro-teaching, simulated classroom experiences, independent study and use of technological equipment, field experience, peer seminars and peer instruction.

e. There is field work in each of the three semesters as follows approximately 75 hours during the first semester, 150-200 hours during the lower senior year, and 350-400 hours during the upper senior year. Field experiences are within different kinds of school settings.

f. Emphasis is placed on close faculty-student interaction. A guidance and advisement system permits students to maintain contact with a small team of faculty members for the entire three semesters of professional work. Developing "self-awareness" of the student as a teacher is a major goal of the program, both as a precondition for entrance and throughout the three semesters of the program. This is accomplished by counseling, independent study, conferences with faculty and public school teachers, and peer "interaction" seminars.

g. The student receives monthly reports on his progress through the program and is held accountable for achieving the required knowledge, skills and attitudes.

h. The program is readily adaptable to change with provisions for constant evaluation and feedback.

i. There is an implied responsibility to research and development in addition to the training function. This includes long-range goals of validating the teacher competencies specified in terms of desirable pupil behavior.

1.1. Blocks of instruction: The program consists of three semesters of professional study. In each semester, students register for a Professional Sequence in Education which includes four blocks of study:[1]

The Teaching-Learning Process

Curriculum: Content and Strategies

The Child, School and Society

Teacher Self-Awareness

Each of the modules is subsumed under one of these blocks.

1.2. Deviation from sequence: The sequence of study is recommended but not mandated. Although students are generally expected to complete the modules included in each of the four blocks during each of the semesters, it is also possible for students who wish to do so to arrange their own sequence and pace of study. For example, an upper junior may work on modules included in the lower senior sequence provided that the student meets any prerequisites in those modules. Similarly, students may work on modules associated with a prior semester, either as a means of remediation or because the student has not completed those modules previously.

The composition of the Program Guidance team (see Section II - E) will further facilitate deviation from prescribed

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[1]For a description of courses and the credit hours to be assigned to each block see Section IV, B.

sequences. Within each team, there will be students completing modules on three levels of the program making it possible for students to participate in learning experiences associated with any of the three professional sequences.[2]

2. Short-range Objectives

The program described on the preceding pages is in effect only a blueprint. Particular attention in the period preceding the date of full implementation, September 1, 1975, will be given the following:

a. completion of module writing
b. initial field-testing of some modules
c. organization of guidance, management and evaluation systems including preparation of forms for collection, tabulation and processing of data.
d. further exploration of field centers and other school sites for training students.
e. arrangement of physical space for learning experiences and provision of necessary materials
f. workshops for faculty and public school personnel
g. dissemination of details of program to potential majors
h. continued collaborative efforts with public school personnel and students with regard to items a to f.

---

[2] Deviations from sequence are discussed further in Section IV, B 1.2.

SECTION IV

3. Campus Involvement

Campus faculty and administrators outside of the Department of Education have been involved on four levels:

a. As members of the Campus Committee: In addition to four members of the Department of Education, the membership consisted of eleven members from other departments or offices: Biology, Chemistry, Earth and Space Sciences, English, French, German, Health Sciences, History, Italian, Mathematics, Physics and Psychology. This committee designed the framework for collaboration which served as a basis for establishment of the Elementary Education task forces.

b. As members of the Policy Board: Among the six university representatives on the Board, two are from the Department of Education, four are from other departments or offices. All phases of the Elementary Education program development were approved and monitored by this Board.

c. As consultants: Throughout the program development members from other departments have been consulted on specific issues related to their field(s).

d. In an ex officio capacity representing the Institute for Research in Learning and Instruction which includes the Division for Curriculum Development, the Division for Educational Technology (Computer Assisted Instruction Laboratory), the office of Undergraduate Studies, the Office of Teacher Certification, the Curriculum Committee and the Office of the Academic Vice President for Liberal Studies. Additionally, the Division of Instructional

Services and Resources will be included during implementation stages.

SECTION IV -- Additional Information

B. Miscellaneous

1. Credit Hours

1.1.a. A total of 45 credit hours will be awarded for Professional Studies in Education, 15 credits in each of three semesters. These have been distributed among the blocks of instruction described in Section 1.1, as indicated below.

Professional Sequences and Course Numbers	Upper Junior	Lower Senior	Upper Senior
The Teaching-Learning Process			
Education 200,300,400	4	3	3
301,401		3	3
Curriculum: Content and Strategies			
Education 210,310,410	3	3	3
211,311,411	3	3	4
The Child, School and Society			
Education 215,315,415	4	2	1
Teacher Self-Awareness			
Education 220,320,420	1	1	1
	15	15	15

1.1.b. The instructional modules in each of the thirteen components of the program comprise the content of the courses. Level One modules are in Upper Junior courses. Level Two modules in Lower Senior and Level Three in Upper Senior. The modules included in each course are indicated below.

Course	Module	Semester
Education 200	Generic (G1-G7) Measurement and Evaluation (E1)	Upper Junior
210	Reading (R1) Children's Literature (L1) Creative Arts (A1-A2)	
211	Mathematics (M1-M4) Science (S1-S3) Social Studies (W1-W2)	
215	Foundations of Education (F1-F7) Child Development (C1)	
220	Teacher Self-Awareness (T1)	
Education 300	Generic (G23-G27)	Lower Senior
301	Generic (G20-G22, G28-G31)	
310	Reading (R20-R23)	
311	Mathematics (M20-M22) Science (S20-S21) Social Studies (W20-W21)	
315	Foundations of Education (F20) Child Development (C20)	
320	Teacher Self-Awareness (T20)	
Education 400	Generic (G40-G44)	Upper Senior
401	Generic (G45-G50)	
410	Reading (R40) Children's Literature (L40-L41) Language Arts (N40-N45)	
411	Mathematics (M40-M42) Science (S40-S41) Social Studies (W40) Drug Education (D1-D8)	

COURSE		MODULE	SEMESTER
Education	415	Foundations of Education (F 40)	Upper Senior
		Child Development (C 40)	
	420	Teacher Self-Awareness (T 40 - 41)	

Note: Courses are basically for record-keeping and registration.

1.2.a. To receive credit for a course, a student must complete all of the modules in that course. Students who have not done so will receive an "incomplete" for that course, and receive credit whenever it is completed.

b. It is possible to 'complete' a module by taking the pre-test for that module and thus providing evidence of achievement of the competency.

c. Students (such as transfer students) who can provide evidence of competency in the entire content of a course will be excused from that course. If additional credit hours are required by the student for graduation, he/she will be permitted to register for an elective course.

d. As noted in Section IV, A 1.2, deviation from the recommended sequence of study is permitted. Students who complete modules on different levels will receive credit for these only when they have completed an entire course. If a student completes more than 15 credit hours in the

professional sequence in any one semester that credit will be accumulated and granted during the following semester, unless the student has indicated his/her intention to do so and previously registered for the additional course (with permission of the faculty guidance member).

e. The guidance team will be charged with keeping detailed records of modules completed by each student and credit hours accumulated, and also of publicizing these to the students monthly.

1.3. Students will receive a degree of Bachelor of Science which will include 75 credit hours in Liberal Arts and Science and 45 credit hours in professional education.

2. Certification

Certification recommendations will be the responsibility of the Stony Brook Office of Teacher Certification which will utilize the following procedures:

a. will review student records to see that certification requirements have been satisfied as described in the program.

b. will transmit Elementary Education Certification clearances to the campus Office of Records for graduation purposes.

c. will collect applications and fees for certification from all eligible candidates and process same when applicant has been awarded the Bachelor of Science degree.

d. will prepare recommendation forms provided by the State Education Department for "Certification Based on An Approved Program of Collegiate Preparation."

Signatures of the University's President and Director of Teacher Certification:

a. will attest that the proposal's goals, procedures, and implementation have been arrived at by a collaborative effort among school district administrators, appropriate professional personnel of the school districts, and University faculty.

b. will signify that the individuals recommended are citizens of the United States and are regarded by this Institution as competent to teach as a result of their selection, training, and evaluation under the proposed program.

3. Campus School

Stony Brook does not maintain an elementary campus school.

APPENDIX A

STUDENT RIGHTS

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Division of Teacher Education and Certification
99 Washington Avenue
Albany, New York 12210

THE EDUCATIONAL RIGHTS OF STUDENTS ENROLLED IN TEACHER EDUCATION PROGRAMS

The educational rights cited below should be viewed within the context of a democratic society that guarantees all citizens certain human and civil rights. Moreover, they should be considered as congruent with those rights held by faculty and institutions and consistent with the principle of public disclosure.

The educational rights of students rest on the following assumptions:

1) that achievement evaluation is only justifiable in areas where instruction has been provided;

2) that, when instruction is provided, evaluation is essential;

3) that an instructional system, if it is to be responsible, must concern itself with the explicit basis for instruction, provide feedback, and publicly disclose the requirements to be met; and,

4) that evaluation should be consistent with instruction and be congruent with the explicit diagnosis of students as indicated by their profiles as learners.

Therefore, in a teacher education program, the student has the right to expect the following:

1) an instructional program that will help him acquire a level of competency which enables him to assume instructional responsibilities in a classroom;

2) that the instructional program is a direct outgrowth of identified competencies;

3) that the competencies he is to attain are explicately and publicly stated;

4) that continuous feedback about his progress will be provided;

5) that there will be sufficient opportunity to make progress while involved in the program;

6) that the assessment procedure will have publicly stated conditions of performance and designated levels of mastery;

7) that the assessment procedure will include a pre-assessment which will allow him to demonstrate his level of performance prior to his involvement (enrollment) in any component of the instructional program;

8) that a record of performance will be continuously available to him in a profile form; and,

9) that the standards of achievement to receive recommendations for certification are established based on the preceding criteria.

APPENDIX B

CORRESPONDENCE RE ORGANIZATION OF POLICY BOARD

1. Invitation to regional meetings.
2. List of districts represented at regional meetings.
3. Follow-up letter
4. University Questionnaire.
5. List of respondents to questionnaire.
6. President's letter of appointment to the Policy Board (sample) .
7. Letter of acceptance (sample).

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STATE UNIVERSITY OF NEW YORK
at STONY BROOK

STONY BROOK, N. Y. 11790

February 20, 1974

The State University of New York at Stony Brook is initiating a campus-wide effort toward developing new procedures in teacher education and certification in accordance with the 1972 Regents' Plan for the Development of Post-Secondary Education. Numerous universities throughout the country are presently developing new certification proposals for competency or performance-based teacher education programs in cooperation with the public schools. The process of competency or performance-based teacher education seems to afford the profession the opportunity to effect a significant change in the educational programs for prospective teachers.

One of the most important aspects of competency-based programs is cooperation and collaboration with school districts. We would appreciate an opportunity to discuss the ideas and proposals for the training of teachers which Suffolk County people in public education might be willing to share with us. We suggest a number of open meetings whereby University coordinators and local school representatives jointly examine the issues and operational policy situations involved in preparing competency-based teacher education programs.

Three such open meetings have been arranged:

March 4, 1974	3:30-5:30 p.m.	District Offices Bay Shore Public Schools 75 West Perkal Street Bay Shore, New York
March 7, 1974	3:30-5:30 p.m.	Southampton High School 70 Leland Lane Southampton, New York
March 11, 1974	3:30-5:30 p.m.	Administrative Offices Three Village Schools Nicoll Road, Setauket, New York

School districts which are interested are cordially invited to send an administrative representative along with an elected representative of the teachers' bargaining unit to the meeting that is geographically convenient and accommodates to your schedule. Please extend the invitation to other educational leaders in the community who you feel would enjoy an exchange of information on this topic. If you will be kind enough to fill in the enclosed response form and return it to us as soon as possible, we will more effectively be able to plan these meetings. We look forward to hearing from you. Thank you for your interest.

Sincerely,

Barbara Elling

Barbara Elling, Chairperson
Competency-Based Teacher Education Committee

State University of New York
at Stony Brook
Stony Brook, New York 11790

Office of Teacher Certification
telephone: (516) 246-3301-2

StonyBrook

Date_____

_____ is interested in attending
(School District)

the SUNY/Stony Brook - Competency-Based Teacher Education informational meeting to be held at

(Please check)
( ) Bay Shore - March 4, 1974
( ) Southampton - March 7, 1974
( ) Three Village - March 11, 1974

_____
(Name and title)

will be the administrative representative.

_____
(Name and title)

will be the elected representative of the teachers' bargaining unit.

Other interested parties planning to attend

_____
(Name and organization)

_____

(Please return as soon as possible. Self-addressed, stamped envelope is enclosed for your convenience.)

COMPETENCY-BASED TEACHER EDUCATION

SOUTHAMPTON MEETING MARCH 7, 1974

EAST HAMPTON
William Keck, High School Assistant Principal
Muriel Porter, President, Teachers' Association

SAG HARBOR
Edward White, Guidance Director
James Fortune, Teacher

SOUTHAMPTON
William Woessner, Superintendent of Schools
Kevin Guidera, Assistant Superintendent
Larry Patterson, President, Teachers' Association
Richard Spooner, High School Principal
Daniel Burns, Building Principal
Edward Orr, Intermediate Building President

SUNY - STONY BROOK
Barbara Elling, Chairperson, CBTE Committee
Robert Gross, Coordinator, Secondary Education
Josephine Fusco, Assistant Director, Teacher Certification

- -

THREE VILLAGE MEETING MARCH 11, 1974

CENTRAL ISLIP
Walter Mirey, Assistant Superintendent of Schools
Martin Feinberg, Teachers' Association

CONNETQUOT
Al Sposato, Administrative Assistant
Helen Raedy, Director of Personnel
James Curran, Administration

HAUPPAUGE
Dr. Raymond O'Dea, Administrative Assistant

LITTLE FLOWER AT WADING RIVER
Thomas Sherman, Assistant Principal
Mary Ann Colangelo, Teachers' Association President

NORTHPORT-EAST NORTHPORT
William Sammond, Assistant Superintendent for
Personnel Services
William Hall, Vice President,
United Teachers of Northport

MIDDLE COUNTRY
Warren Hoffmann, Teachers' Association President
Mary Frances Moore, Elementary Supervisor

PATCHOGUE-MEDFORD
Frank Rossi, Director of Instructional Services
Mario Shortino

SACHEM AT HOLBROOK
Edward Bonahue, Administrative Assistant

SMITHTOWN
Fred Baron, Director of Personnel
Bruce Miller, President, Teachers' Association

SHOREHAM-WADING RIVER
Dr. J. Kenneth Gorman, Assistant District Principal for Instruction

SOUTH COUNTRY
James Gerardi, Assistant District Principal for Personnel

THREE VILLAGE
Val Harto, Assistant Superintendent, Instructional Services
Ann Coates, President, Board of Education
William Strong, Teachers' Association
Miriam Krasner
Ben Werner

WESTHAMPTON BEACH
Alan Rey, Teachers' Association

NEW YORK STATE UNITED TEACHERS, INC.-SUFFOLK CENTER
Charles Santelli, Director of Research and Studies

BOCES SCOPE
Beryl Steadman

SUNY - STONY BROOK
Barbara Elling
Larry Stolurow
Robert Gross
Donald Haggerty
Lester Paldy
Josephine Fusco
Len Krasner
Cliff Swartz
Peter Neumeyer
Peter Kahn
Barbara Bandes

COMPETENCY-BASED TEACHER EDUCATION

BAY SHORE MEETING MARCH 4, 1974, 3:30-5:30 P.M.

COMMACK
Joe Heinlein, Director of Personnel
Peter Zilinsky, Treasurer, Teachers' Association

COPIAGUE
Walter Cochrane, Assistant to Superintendent for Secondary Education and Personnel
Mrs. Elizabeth Eide, Assistant to Superintendent for Elementary Education and Federal Programs
William Levien, President, Copiague Teachers' Association

HARBORFIELDS, GREENLAWN
Dr. Robert Johnson, Superintendent of Schools
Mr. Gunther Zaenglein, President Harborfields Teachers' Association

LINDENHURST
Felix Torromeo, Assistant Superintendent
Warren Gaggin, Teacher

NORTH BABYLON
Herman Katz, Director of Elementary Education
Arthur Solnick, First Vice President, North Babylon Teachers' Organization

NASSAU COUNTY ASSOCIATION OF CHIEF SCHOOL ADMINISTRATORS
Dr. Tucker (Oceanside)

_____
John Ahern

HALF HOLLOW HILLS
Theodore Pickus, Personnel Administrator
Mrs. Carol Rosemon, President, Half Hollow Hills Teachers' Association

BAY SHORE
Manus H. O'Donnell, Assistant Superintendent
Jean Flynn, Bay Shore Classroom Teachers' Association

SUNY - STONY BROOK
Dr. Lawrence Stolurow, Chairman, Department of Education
Dr. Barbara Elling, Chairperson, Competency-Based Teacher Education Committee
Dr. Mortimer Kreuter, Director, Teacher Certification
Dr. Robert Gross, Coordinator, Secondary Education
Donald Haggerty, Chairman, Elementary Education
Josephine Fusco, Assistant Director, Teacher Certification

STATE UNIVERSITY OF NEW YORK
at STONY BROOK

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OFFICE OF VICE PRESIDENT FOR LIBERAL STUDIES

STONY BROOK, N.Y. 11790

March 15, 1974

Dear Colleague:

Several weeks ago we invited representatives of all Suffolk County school districts to meet with the University regarding the development of competency-based teacher education programs. Representatives of twenty-seven districts attended our series of three meetings. At this point we would like to ask those who attended, as well as those who may have wished to attend, to indicate their intentions regarding our effort to develop certification programs consistent with the new state guidelines.

As we indicated at the meetings, we take very seriously the commitment to collaborative development of the program. Therefore, the only activities definitely foreseen at this point are the establishment of the Policy Council to set several policy guidelines and the formation of task forces to work on an as yet unspecified range of program elements. We anticipate that the Council will meet twice monthly for the remainder of this academic year. The schedules for task forces will vary and remain to be established. Since the question of University resources has not yet been decided, some of the questions attached are directed toward determining what contributions might be available from the field.

We anticipate and hope for a positive response from a large number of districts. Since we see ourselves as a regional resource, we hope to work with as many of these districts as possible. We expect that the nature and extent of school district involvement in both the programs' development and training activities will vary according to local and University needs and resources.

We also wish to emphasize the State Education Department's deadline of February 1, 1975 for the submission of a proposal for Elementary Education. While we hope to begin development activities for all our teacher training programs, this deadline means that elementary education task forces must begin work almost immediately. We hope you will note any special interest in this area.

We appreciated the opportunity to meet with you at these regional meetings, enjoying especially the exciting exchange of ideas and the understanding response we received to the changes we must make in teacher preparation here at Stony Brook. Thank you for your interest. We look forward to further occasions of meeting together to discuss mutual concerns in teacher education.

Sincerely,

Barbara Elling

Barbara Elling, Chairperson
Competency-Based Teacher Education Committee

enc.
BE/jf

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STATE UNIVERSITY OF NEW YORK
at STONY BROOK

OFFICE OF VICE PRESIDENT FOR LIBERAL STUDIES

STONY BROOK, N.Y. 11790
March 15, 1974

TO: Barbara Elling, Chairperson, Competency-Based Teacher Education Committee

FROM: Mark V. Roland AM 1-900 (w.c. carpool)
(Name)
Asst. Supt. for Instruction — Northport-East Northport Union Free School
(Office) (School District)

QUESTIONNAIRE: Follow-up to SUNY/Stony Brook Competency-Based Teacher Education Regional Meetings held at Bay Shore Schools-March 4, 1974; Southampton Schools-March 7, 1974; Three Village Schools-March 11, 1974.

I. [✓] YES, we are definitely interested in participating in developing new teacher education program proposals in collaboration with SUNY/Stony Brook.

Area of desired participation:
- ✓ Policy Council
- ✓ Task Forces
- ✓ Field-based Training Centers

II. [✓] We would be willing to participate under the following conditions:

open

III. [✓] We can now identify some interested administrators and faculty to begin work on the elementary education proposal. They are

Dr. Mark V Roland, Asst. Supt.
Dr. William Kohlmaier, Principal
Mr. Harold Bradwell, Principal

IV. [ ] NO, we are not interested in participating.

V. COMMENTS:

NORTH COUNTY-HUNTINGTON, SMITHTOWN, BROOKHAVEN

RESPONSES TO THE FOLLOW-UP QUESTIONNAIRE ON REGIONAL MEETINGS-CBTE APRIL 3, 1974

INTERESTED DISTRICT	RESPONSE FROM ADMINISTRATION	RESPONSE FROM TEACHERS' ASSOCIATION	AREA OF PARTICIPATION	ELEMENTARY CONTACT	CONDITIONS
Cold Spring Harbor	Dr.Reed Hagen Superintendent		Policy Council Task Forces		
East Moriches		Marie Mulcahy President	Policy Council, Task Forces, Field-based Training Centers	Marie Mulcahy Gene Horton	
Half Hollow Hills		Carol Roseman, President			Teachers' Bargaining Unit has parity with cooperating institute & administration.
Kings Park	Robert Cody Dist.Principal				Review reports of Policy Council
Northport	Dr.Mark Roland Assistant Superintendent	Michael Barbera President United Teachers	Policy Council, Field-based Training Centers	Dr.Mark Roland Dr.W.Kohlmagen Gerald Bradnick	
Sachem	Walter Dunham Superintendent		Policy Council, Task Forces, Field-based Training Centers	Edward Bonahue, David Mello Doris Lundegard	Address additional information to Edward Bonahue
Three Village	Val Harto,Asst. Superintendent	William Strong	Policy Council, Task Forces, Field-based Training Centers	Ben Werner Miriam Krasner Floy Marks Walter Russell	
Middle Country (per phone)	Stephen Tupper Asst.Supt.	M. Silverstein President			
Commack	(Joe Heinlein responded NO)	Pieter Zilinsky	Policy Council		

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SOUTH COUNTY - TOWNS OF ISLIP & BABYLON

RESPONSES TO THE FOLLOW-UP QUESTIONNAIRE ON REGIONAL MEETINGS-CBTE APRIL 3, 1974

INTERESTED DISTRICT	RESPONSE FROM ADMINISTRATION	RESPONSE FROM TEACHERS' ASSOCIATION	AREA OF PARTICIPATION	ELEMENTARY CONTACT	CONDITIONS
Bayport-Blue Point	Dr. Anthony Pecorale, Asst. Dist. Principal		Task Forces, Field-based Training Centers	Dr. A. Pecorale Robert Luff James Weik	"As a training center"
Bay Shore	Manus O'Donnell, Asst. Sup't.	Jean Flynn Rec. Sec'y.	Policy Council		
Central Islip	Walter Mirey* Asst. Sup't. (See Response)	Martin Feinberg	Policy Council, Task Forces, Field-based Training Centers		Teachers involved would have veto power. *Meetings in District
Connetquot	James Curran, Asst. Sup't.		Policy Council		
East Islip	Dr. Arthur Ulrich Dir., Secondary Education		Field-based Training Centers		"that we would become a training center."
Lindenhurst	F.J. Torromeo Asst. Sup't.	Warren Gaggin, Vice President	Policy Council, Task Forces, Field-based Training Centers	Warren Gaggin	Meetings held near Western Suffolk and at convenient hours
Brentwood, Dr. Arthur Brieger, Assistant Superintendent (NOT INTERESTED-BUT WOULD LIKE TO BE KEPT INFORMED)					

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EAST COUNTY

RESPONSES TO THE FOLLOW-UP QUESTIONNAIRE ON REGIONAL MEETINGS-CBTE APRIL 3, 1974

INTERESTED DISTRICT	RESPONSE FROM ADMINISTRATION	RESPONSE FROM TEACHERS' ASSOCIATION	AREA OF PARTICIPATION	ELEMENTARY CONTACT	CONDITIONS
Fishers Island	Vincent Spinella Dist.Principal		Field-based Training Centers	Vincent Spinella	
	(Bob Hildebrandth-Teacher) Marcel DeBenedette, Chairperson, Social Studies		Field-based Training Center	Albert Fecteau Elementary School Principal	
Little Flower-Wading River	Thomas Sherman, Asst.Principal		Policy Council, Task Forces, Field-based Training Centers	Thomas Sherman George Andreozzi Maryann Colangelo (Pres.Teachers' Association)	Special Education; "commitment of time not too extensive."
Sag Harbor		Edmund White James Fortune	Policy Council		
Southhampton	Laurie Patterson Asst. Sup't.	Kevin Guidera	Policy Council, Field-based Training Centers		
Westhampton	James Crandell Dist.Principal		Policy Council, Task Forces, Field-based Training Centers	*****	Indemnification for time, travel, meals and any other extra-curricular activities.
				***** R.W.Brubaker, Elementary Prin. indicated his school was not interested.	

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STATE UNIVERSITY OF NEW YORK
AT STONY BROOK

OFFICE OF THE PRESIDENT

STONY BROOK, N. Y. 11790

April 10,1974

Mr. Peter Zilensky
Teachers Association
Commack School District
80 Hauppauge Road
Commack, New York 11725

Dear Mr. Zilensky:

During the last month faculty members of this University have met and corresponded with representatives of Suffolk County School Districts regarding the development of Competency-Based Teacher Education Programs.

Our deliberations on campus have been guided by our efforts to assure regional representation in the selection of participating school districts. After carefully considering the numerous affirmative responses to our recent questionnaire, we have chosen six districts whose teacher representatives will be invited to serve for one year, together with university personnel and school administrators as members of the Policy Board, an advisory board to the President, which will determine the direction of the program development for Competency-Based Teacher Education in accordance with the new State mandate.

It is my pleasure to extend an invitation to your district to be represented on the Policy Board by one teacher representative, chosen by your Teachers Association, and to participate in the planning and implementation stages of the new teacher training program. The immediate objective of the Policy Board will be the establishment of task forces so that developmental work can begin as soon as possible. The Policy Board will meet for the first time on April 25, in the President's Conference Room, Administration Building, Room 310 at 4:00 p.m.

Please let me know by April 22 whether you can accept my invitation to serve on the Policy Board and whether it is convenient for you or your representative to meet on the day indicated.

Sincerely,

John Toll

John S. Toll
President

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COMMACK PUBLIC SCHOOLS
COMMACK, NEW YORK 11725

COMMACK HIGH SCHOOL NORTH
Scholar Lane
WALTER J. BOERI
Principal
MARY J. MOY
Assistant Principal
LAWRENCE A. PHILLIPS
Administrative Assistant

(Area Code 516)
499-5800
IVANHOE 5-5282

GUIDANCE COUNSELORS
FRANK COTOIA, Director
PAULA GEWIRTZ
CELIA M. HARRISON
EDWIN V. ROGO
JOHN YACOS

April 16, 1974

Dr. John S. Toll
President
State University of New York at Stony Brook
Stony Brook, NY 11790

Dear President Toll:

Thank you for your letter of April 10, 1974.

The Executive Board of the Commack Teachers Association has agreed to accept your invitation naming me as the representative of the teacher local to the Policy Board for one year.

The administration of the Commack Schools has also been informed of your decision and our response.

I look forward to making a positive contribution to the Board as it strives to carry out the new State mandate. It is essential that the universities retain their autonomy and strengthen their programs and it is equally essential that teachers in the field through the agency of their locals directly assist in the preparation of their future colleagues. Local school districts cannot help but benefit from such concerted efforts.

I am able to attend the meeting on April 25 at which time I hope to have the pleasure of meeting you.

Sincerely yours,

Pieter Zilinsky
Professional Council of the Commack Schools
80 Hauppauge Rd.
Commack, NY 11725

js
cc: Mr. J. Heinlein
Mr. W. Boeri
Dr. B. Elling
Mr. B. Bell

APPENDIX C

LETTER OF INVITATION

Organizational Meeting of

Elementary Education Task Force

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State University of New York
at Stony Brook
Stony Brook, New York 11790

Department of Education
Elementary & Early Childhood Division

Telephone: (516) 246 3541

April 29, 1974

Your name was suggested to us as someone who might be willing to join in a task force to be charged with the development of a new pre-service elementary education teacher training program. This group will consist of public school administrators, teacher association representatives, classroom teachers, students, and university faculty members.

Our first meeting will be held at the University Tuesday, May 7th, 4:00 P.M., in Room 226, Student Union.

We are most grateful for your interest. Should you have any questions prior to the meeting, feel free to contact me at 246-8417 or evenings at PI 1-5644.

Sincerely,

Lillian Stephens
Member, Policy Board
Comletency-Based Teacher Education

LS:br

APPENDIX D

MASTER LIST OF COMPETENCIES

I. Diagnosis and Evaluation

1.1 Maintains an ongoing system of diagnosis and evaluation of individual and groups of pupils.

1.2 Uses a variety of diagnostic and evaluative instruments and techniques -- both formal and informal, to identify children's needs, interests, abilities and achievement.

1.3 Administers and interprets results of standardized apptitude and achievement tests.

1.4 Constructs and administers classroom tests.

1.5 Analyzes student records and makes appropriate inferences with regard to individual pupils.

1.6 Provides opportunities for pupils to evaluate their own progress.

II. Planning for Instruction

2.1 Constructs cognitive, affective and psychomotor behavioral objectives for individual and groups of pupils.

2.2 Provides opportunities for pupils to participate in educational planning.

2.3 Organizes programs of instruction in different content areas at various grade levels.

2.4 Develops thematic programs of study which reflect an integrated approach to curriculum.

2.5 Analyzes curriculum materials to determine which are appropriate for individual child or class use.

2.6 Possesses strategies for dealing with children of varying ability.

2.7 Possesses strategies for analyzing and dealing with temporary learning blocks.

2.8 Prescribes specific learning activities for individual children based on diagnosis of developmental needs.

2.9 Develops immediate and long-range plans for the total class.

2.10 Prepares written lesson and unit plans where appropriate.

2.11 Demonstrates an awareness of varied resources.

III. Implementing the Instruction

3.1 Utilizes a variety of materials both commercial and teacher- and pupil-made.

3.2 Demonstrates a multi-media approach to instruction.

3.3 Displays an interdisciplinary approach to curriculum.

3.4 Employs a variety of teaching strategies.

3.5 Utilizes individual conferences, groups and total-class settings for instruction.

3.6 Designs learning experiences which include opportunities for independent research, discovery, problem-solving and experimentation.

3.7 Uses techniques of questioning which generate student inquiry and reasoning.

3.8 Matches instructional activities and materials to needs, capabilities and interests of students.

3.9 Provides opportunities for children to develop and utilize instructional strategies.

3.10 Organizes units of instruction or activities to fit specific time frames -- a few minutes, a period, a day, etc.

3.11 Groups students flexibly for instruction, where indicated, and provides rationale for grouping.

IV. Classroom Management

4.1 Creates and manages a physical environment conducive to learning:
- a. utilizes different centers of interest
- b. permits varied activities simultaneously
- c. provides and displays appropriate materials
- d. reflects respect for aesthetic considerations

4.2 Establishes democratically-formulated routines for the classroom.

4.3 Encourages student participation in classroom management.

4.4 Bases standards for classroom behavior on knowledge of age-appropriate child behavior and of needs of individual children.

4.5 Utilizes non-punitive, non-threatening means of achieving compliance with routines.

4.6 Demonstrates familiarity with various techniques of classroom management.

4.7 Analyzes patterns of relationships in classroom by use of various techniques, e.g. sociogram.

4.8 Possesses strategies for alleviating tension and anxiety in class.

V. Child Development and Behavior

5.1 Appraises developmental level of individual children in the class and relates these to normative patterns of child growth in terms of physical, social, cognitive, perceptual and oral development.

5.2 Identifies various learning modalities of individual children.

5.3 Identifies symptoms of illness, learning handicaps or disabilities and is cognizant of both school and community resources for referrals.

5.4 Recognizes cause and effect relationships, behavior contagion, signs of tension, stress, anxiety, prejudice, aggressive scapegoating and dependency, as well as signs of growing independence and maturity.

VI. Teacher Self

6.1 Deals with crises in calm manner recognizing own limitations and how to solicit appropriate assistance.

6.2 Displays willingness to admit mistakes and to accept constructive criticism.

6.3 Is open and honest in dealing with pupils avoiding favoritism or scapegoating.

6.4 Provides opportunities for honest, constructive exchanges among all classroom members.

6.5 Is tolerant, patient and supportive of youngsters.

6.6 Engages in attempts at self-understanding and awareness of own needs in classroom.

6.7 Understands own concepts, prejudices and values and can tolerate differences of opinion.

6.8 Demonstrates the ability to work with colleagues.

6.9 Demonstrates knowledge of relevant historical, philosophical,

social, and psychological foundations of education.

6.10 De monstrates knowledge of the contributions of various individuals to educational thought.

6.11 Demonstrates knowledge of relevant theoretical concepts and of current issues in education.

6.12 Can analyze the school as a social organization.

6.13 Demonstrates familiarity with the composition of the school neighborhood.

6.14 Demonstrates knowledge of materials and curriculum of elementary school.

6.15 Maintains an awareness of current events and an interest in lifelong learning.

6.16 Is familiar with professional journals.

6.17 Fulfills administrative responsibilities.

6.18 Acts as a facilitator of instruction.

6.19 Works cooperatively with parents

6.18 Possesses personal attributes both physical and emotional which serve as positive models for pupils.

VII. Pupil Self

7.1 Demonstrates acceptance and positive regard for each child in dealing with children.

7.2 Behaves in a manner which enhances a child's self concept and contributes to his personal growth.

7.3 Helps children to develop skills and strategies for solutions of personal problems in human relationships.

7.4 Encourages positive social interaction with peers.

7.5 Identifies children's individual emotional needs.

7.6 Helps children to value the pluralistic life styles of world societies and of local and national sub-cultures in the United States.

7.7 Shows respect -- encourages children to respect each other's views, values and products.

7.8 Recognizes occasional disparities between home and school values and aids the child in adjusting to these.

7.9 Develops positive attitudes toward learning.

7.10 Fosters attitudes in students consistent with democratic principles.

APPENDIX E

FIELD CENTER AGREEMENT (DRAFT)

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AGREEMENT ON THE COLLABORATIVE EDUCATION CENTER BETWEEN SUNY-STONY BROOK - NORTHPORT EAST NORTHPORT TEACHERS ASSOCIATION (UTN) AND NORTHPORT EAST NORTHPORT PUBLIC SCHOOLS

The following cooperative agreement between SUNY Stony Brook, the Northport-East Northport Teachers Association (UTN) and the Northport-East Northport Public Schools is designed with a view to improving the quality of education for the students and teachers of the Northport-East Northport Schools and the teacher trainees at SUNY-Stony Brook. At its most basic level the success of this collaborative endeavor depends on the dedication and commitment of the constituents involved. It is hoped that this collaboration will provide a vehicle by which all parties can grow as partners in the educational profession.

1. Constituencies

   a. The State University of New York at Stony Brook

   b. The Northport-East Northport Teachers Association (UTN)

   c. The Northport-East Northport Union Free School District as represented by the Central Office Administration and the Northport School Administration.

2. Provisions - General Policies and Understandings

   a. The underlying purpose and intent of this agreement is concerned primarily with the advancement of the teaching profession by improving the student teacher education process.

   b. The teacher education institution shall make no attempt without the cooperation of the other two constituencies to modify the school organization concerned , its administration, staff, curriculum, procedures for hiring, or teacher evaluation.

   c. The selection of cooperating teachers to supervise student teaching shall be a responsibility of SUNY-Stony Brook, the Northport-East Northport Union Free School District and the UTN.

   d. Any questions involving, conflict of interest are to be resolved by the Northport-East Northport Education Center Policy board. (See Governance Section.)

   e. The program shall be evaluated by the Northport-East Northport Education Center Policy Board each year. The initial evaluation shall be made before the Dec ember 15th Termination of this contract.

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f. In no instance shall a student teacher be used as a substitute teacher or allowed in the classroom as a student teacher without the proper supervision of his/her cooperating teachers as determined by New York State Law, SUNY-Stony Brook, Northport-East Northport School District policies and the UTN.

g. Policies and practices of the collaborative education center will not discriminate against any participant because of race, creed, color, sex, age or national origin.

3. Provisions - Rights and Responsibilities of SUNY-Stony Brook

a. Representatives will collaborate with the administrative staff of the school and the UTN in the selection of cooperating teachers to supervise student teaching.

b. Representatives will remove or reassign any student teacher whose work is judged by the cooperating teacher and/or the supervisor to jeopardize the educational advancement of students.

c. With the approval of the Northport-East Northport Education Center Policy Board, responsibilities will be defined for the cooperating teachers and the student teachers within the limits of this contract.

d. Representatives will provide professional materials and assistance to cooperating teachers appropriate to the task of fulfilling their responsibilities for guiding the growth and for evaluation of student teaching. This shall not extend to the professional methods and procedures of the cooperating teachers without the latters approval.

e. The University agrees to offer in the District a graduate course each semester exclusively for the teachers of the District (Assuming a minimum enrollment of 25.) The District and/or the UTN may submit requests for graduate course offerings to fulfill local needs and interests and every effort will be made by the university to meet those requests. All courses given will have full university status. These university courses given within the district will be free for Northport teachers, including any additional fees if possible. Cooperating teachers will be given preference in taking such courses. These university courses shall be in addition to the regular tuition waiver for any cooperating teacher. During any one school year the university agrees to teach one course which will be appropriate for teachers at both the secondary and the elementary level. The first university course shall begin at the end of September 1974. Those taking the course shall receive university credit regardless of whether or not this contract is continued beyond December, 1974. The university agrees to make known to the district and UTN the course title and description the 1st week in September, 1974.

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f. The University agrees to respond within means to requests for consulting, research and workshops. The University representatives assigned to the District on a full-time basis will be available for 2 days per semester free consultation, and in-service work.

g. The University shall carefully screen prospective student teachers as to teacher preparation and will not offer for consideration any individual whom it considers unqualified to undertake a student teaching assignment.

h. The University will exert every effort to maintain a teacher education program of the highest quality.

i. The University shall exercise continuous supervision over its student teachers. For this purpose the University will deploy, at the ratio of one per fifteen student teachers, full-time faculty members assigned to the district. In no event will each student teacher receive less than five observations per semester, at times mutually agreeable between the cooperating teacher and student teacher.

j. Any difference of opinion concerning student teachers between the University supervisors and cooperating teachers will be resolved by the policy board according to regulations set forth under committee voting.

k. The ratio of student teachers to all UTN teachers in any building will not be more than 25% except with the approval of the Policy Board.

4. Provisions - Rights and Responsibilities of the Northport-East Northport School District.

a. To collaborate with SUNY-Stony Brook and the UTN in the selection of student teachers.

b. To make available to student teachers all instructional materials and facilities normally provided for those classes.

c. To provide time, a designated location, and facilities for conferences of cooperating teachers, student teachers, and University supervisors for planning, evaluating, and otherwise directing the work of the student teachers. The district shall provide a regular substitute for 1/2 day maximum for each conference day the cooperating teacher is required to attend. If there is more than one cooperating teacher in the building, individual conferences may be held between supervisor, student teacher and cooperating teacher of a 45-60 minute period, so that the services of the substitute may be used by more than one cooperating teacher. In any case cooperating teachers are to be given (if so desired and if necessary) released time other than planning time and lunch time ofr conferences of this nature.

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d. The central district administration, with the approval of the UTN, will designate and so notify the University those persons authorized to represent the schools in making assignments of student teachers and such named individuals shall have the authority of the district to deal directly with representatives of the University in all matters pertaining to student teaching assignments.

e. The district agrees that it will make every effort to give all qualified teachers an opportunity to serve as cooperating teachers; these teachers to provide competent supervision and assistance in student teaching situations.

f. The district agrees to insure the student teachers for liability and other work-related medical expenses.

5. Provisions - Rights and Responsibilities of the UTN

a. Participation as a cooperating teacher by any Teacher in the Northport East Northport District is voluntary.

b. Cooperating teachers shall be made aware of the goals and objectives of the University and its supervisors immediately prior to the placement of the student teacher in his/her class.

c. Cooperating teachers shall hold weekly conferences with student teachers for the purpose of evaluating the progress of the student teachers. At the completion of the student teaching assignment, the cooperating teacher and University supervisor shall hold a conference to evaluate the over-all effectiveness of the student teacher in the program. The cooperating teacher will complete a final written evaluation of the student teacher's progress prior to this joint conference.

d. The UTN will collaborate with the administration staff of the school and representatives of SUNY-Stony Brook in the selection of cooperating teachers to supervise student teachers.

e. UTN may submit requests for graduate course offerings to fulfill local needs and interests and every effort will be made by the University to meet those requests.

f. To collaborate with the school district and SUNY-Stony Brook in the selection of student teachers.

g. The UTN may provide to the student teacher all professional information available to foster a professional awareness and commitment of the student teacher.

6. Provisions - Rights and Responsibilities of Student Teachers

a. A student assigned to the district for student teaching or other field-centered experiences will be expected to conform to all regulations of the University which apply to student activities on the campus and to adhere to all standards of professional conduct which the Board of Education has determined for its staff.

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[illegible] teachers will assume an obligation to attend professional meetings.

7. Governance

   a. A Northport-East Northport Education Center Policy Board comprised of two duly selected members of each of the constituencies shall formulate policy and modify existing programs and activities wherever necessary and within the guidelines of this contract. The designee in 4D above shall not be members of the Policy Board.

   b. The Northport-East Northport Education Center Policy Board shall operate under the Roberts Rules of Order (Revised).

   c. The policies shall not be implemented unless 5 of the 6 Northport-East Northport Education Center Policy Board members agree to such implementation.

   d. Meetings will be scheduled by mutual agreement at the initial session of the Northport-East Northport Education Center Policy Board which shall occur during the first 2 weeks of the school year.

   e. The designated representatives in 4D above will be reviewed and evaluated by the Policy Board on a regular basis.

   f. Consideration of reimbursement in the form of tuition waivers and/or extra pay for the teacher members of the Policy Board shall be mutually agreed upon by all parties at the time of reconsideration of this contract in December, 1974.

8. Payment

   a. The University agrees to pay the tuition and fees for a 3 credit course to each cooperating teacher for each full-time student teacher who is assigned.

   b. Tuition waivers cannot be fractionated.

   c. Tuition waivers are transferable within the district.

   d. Pursuant to policies to be developed, teachers participating in selected activities of the collaborative education center will receive in-service credits from the central district officials.

9. Competency-Based Teacher Education Program Development.

   a. Two program development committees shall be formed to oversee the formulation of a competency-based teacher education program. The primary function of these committees shall be to coordinate the development of elementary and secondary competencies in the various subject matter areas.

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b. Composition of both program development committees shall be negotiated between the Educational Policy Committee (EPC) of the UTN, and the central office administration.

c. The State of New York Education Department guidelines shall be followed in the development of the competency programs.

d. Participation by individual school district personnel in the program shall be on a voluntary basis.

e. The school district will provide released time for teacher participation in competency based program development at a level mutually agreed upon by the policy board. At a minimum this will involve 50 regular school days of released time for the academic year.

f. The Educational Policy Committee (EPC) of the UTN shall be informed of and involved in all aspects of the program development committee activities.

g. Programs evolving from collaborative effort shall include the signatures of all three constituencies.

Term

a. This agreement shall be provisional with a term expiring December 15, 1974. Subsequent agreement to enter into a collaborative effort must be signed by all three constituencies upon completion of this provisional agreement. At such time a full review of all provisions of the contract will be undertaken and appropriate changes made.

Miscellaneous

a. No student teacher will be in the district buildings for any purpose when and if the regular teaching staff is not present.

b. Upon the consent of the Northport-East Northport Union Free School District as represented by the Central Office Administrati and the Northport School Administration and the Northport-East Northport Teachers Association (UTN), Contract terms agreed upon with other districts for establishing similar cooperative centers shall become a part of this contract.

10. Miscellaneous

IN WITNESS WHEREOF, we, authorized representatives, have here unto said our names on the dates specified:

For State University of New York at Stony Brook

Name _____ Date _____

Title _____

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For the Northport-East Northport Teachers Association (UTN)

Name _____ Date _____

Title _____

For the Northport-East Northport School Districe School District

Name _____ Date _____

Title _____

APPENDIX F

EVALUATION OF GUIDES (SAMPLES)

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Student's Name: ID# Component READING

Date Started: Date Completed: Module R 21

Assessor's Signature(s) Level 2

The student can: Informally assess and interpret readiness skills of pre-readers	Level of Mastery: Acceptable rating on each item of the EG

The Student:	O	A	U
1. Has taped an interview with a pre-reader			
2. Has analyzed the oral language patterns based on taped interview using oral Language Guide			
3. Has directed the child to produce a booklet to be used as a basis for readiness observations			
4. Has identified the skills associated with beginning reading			
5. Has observed and analyzed the child's functioning in areas related to beginning reading			
6. Has stated and summarized the child's strengths and weaknesses based on 5 above			
7. Has outlined a plan for future instruction			
8.			
9.			
10.			
11.			
12.			

O=Outstanding A=Acceptable U=Unacceptable

EVALUATION GUIDE

The student can: Construct, use and evaluate activity cards (Performance b.)	Level of Mastery: Acceptable rating on each item of the EG.

Student's Name: ID# Component: GENERIC

Date Submitted: Module: G 27 Comp. No. 21

Assessor's Signature: Date:

Evaluation Procedures:

Before assessing submitted material, determine that the following has been complied with:

1. Ten commercial cards (these can be xeroxed) have been submitted.
2. Source of cards is clearly identified.
3. Cards are of varying quality.

Criteria for Evaluation of Student's Statement:

The Student has:	O	A	U
1. Identified the instructional purposes of the cards.			
2. Analyzed key elements which would enhance or limit the instructional objectives.			
3. Demonstrated awareness of individual differences among children in critiques.			
4. Taken into consideration factors, such as:			
a. appropriateness			
b. motivational level			
c. provision for pupil options			
d. extension of pupil interests			
e. extension of pupil learning			
5. Based critiques specifically on components of card.			

O=Outstanding

A=Acceptable

U=Unacceptable

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EVALUATION GUIDE

Student's Name _____ ID# _____ Component: GENERIC

Date Submitted: _____ Module: G 26 Comp.No. 19

Assessor's Signature: _____ Date: _____

The student can: Demonstrate constructive means of expressive communication with children.	Level of Mastery:Acceptable rating on each item during at least two observations.

The Student:	Acceptable	Needs Improvement
1. Speaks clearly and distinctly.		
2. Speaks at an appropriate rate.		
3. Varies voice tone to maintain interest.		
4. Uses vocabulary appropriate to students' level.		
5. Uses grammatically correct vocabulary.		
6. Avoids repetitive vocal mannerisms		
7. Sounds interested and enthusiastic		
8. Positions herself so that all students can hear.		
9. Speaks to entire group.		

APPENDIX G

TEACHER RIGHTS

TEACHER RIGHTS

1. Involvement of classroom teachers under appropriate terms and conditions as specified in local contracts between Association and School District.

2. When certification is issued, it must be provisional certification.

3. Teacher internship programs, teacher training centers, statewide entrance exams, are some but by no means all of the alternatives that may be utilized in any approved plan.

4. Approved programs must include guarantees that no trainees, student teachers or other teachers-in-training will replace certified teachers and must be so stated.

5. All evaluators must meet minimum criteria to be established before a program is instituted.

6. This program is approved with the understanding that it will be adequately funded, including provisions for participating teachers.

APPENDIX H

POLICY BOARD GUIDELINES

GUIDELINES

COMPETENCY-BASED TEACHER EDUCATION

POLICY BOARD

I. Goals

Teacher Competency - to assure the public that professional personnel prepared by SUNY/Stony Brook for the schools demonstrate skills, knowledge, and attitudes to enable children to learn.

Collaboration - to search for ways to achieve the fullest possible collaboration of the various constituencies concerned with the improvement of teacher preparation.

Governance - to establish governance patterns which encourage creative and flexible approaches to the broad issues involved in teacher education, certification, and professional qualifications.

Philosophy

Inherent in the goals set forth above is the understanding that new practices in teacher preparation will develop from tapping the cumulative experience, knowledge, and insights of the collaborating constituencies.

II. Specific objectives in the pursuance of goals.

A. To initiate, facilitate, monitor, and review the preparation of proposals for the pre-service competency-based teacher education programs at SUNY at Stony Brook in Elementary Education (N-6); and Biology, Chemistry, Physics, Earth and Space Sciences, English, Foreign Languages, Mathematics and Social Studies (7-12).

1. by organizing, guiding and evaluating program-planning task groups;
2. by surveying needs and identifying resources for each operational unit and recommending how means of support might be applied;
3. by assuring proper communication of program development;
4. by approving and/or noting disagreement with program development; and
5. by forwarding review proposals, via the President of the University and SUNY Central, to the State Education Department for its approval of programs for teacher certification.

B. To oversee the course of program implementation and provide program modification where emerging needs indicate such is required.

C. To assess and explore the educational and professional needs of the communities to be served and to propose training programs which reflect current research on teaching careers and opportunities.

III. Membership of the Policy Board.

A. The Policy Board shall include equal representation from three (3) particular constituencies found in the Educational Community of Suffolk County.

1. School District Administrators.
2. School District Teacher Associations.
3. The Teacher Training Institution - SUNY/Stony Brook.

B. The number of voting members of the Policy Board is set at eighteen (18):

1. Six (6) school district administrators each designated by an interested and selected school district's administration.*
2. Six (6) teacher association representatives each elected by an interested and selected school district teacher association.*
3. Six (6) official representatives of SUNY/Stony Brook each designated by the CBTE campus committee and appointed by the President.

Total group of six shall be known as a constituency.

C. Other Members - Non-Voting.

1. Consultants. (At the time of this writing, there are three (3)).
   a. Representative from University Department of Psychology.

b. Representative from I.R.L.I. (SUNY/Stony Brook)

c. Representative from N.Y.S.U.T.

2. Ex-Officio.

a. SUNY/Stony Brook Dean of Undergraduate Studies.

b. SUNY/Stony Brook Vice President for Liberal Studies.

D. Term of Office. One (1) year, officially commencing and concluding in the month of June.

E. Alternates. Each member of the Policy Board shall designate his/her alternate selected from the particular constituency he represents; method of selection shall be decided upon by that constituency. A listing of duly appointed alternates will be made available to the membership. Alternates of voting members will have voting rights extended.

F. Procedures used in establishing a new membership each year are to be determined by the Policy Board members presently appointed.

G. Membership on the Board will be officially recognized by a letter addressed to the employer and other interested agents certifying membership for the current year.

*Factors determining University selection of initial school district representation:

1. Declaration of a school district's Administration and/or Teachers' Association willingness to serve on the Policy Board.
2. Consideration of the geographical make-up of Suffolk County and choosing from among school districts which reflected regional differences. (See Appendix B)
3. Responsiveness to the school district's suggestion made at the University Regional CBTE Informal Meeting that we strive for socio-economic status balance in setting up Policy Board membership.

IV. Chairperson is elected from among the voting delegates and shall serve for 1 year; term commences and concludes in June of each year.

A vice-chairperson shall be elected by the Policy Board to serve in the absence of the Chairperson with full powers delegated.

Duties.

1. Calls the meeting to order.
2. Conducts the business before the Assembly according to Robert's Rules of Order.
3. Maintains the Policy Board records subject to the regulations of the Board and sees to their distribution for informational purposes.

V. Meetings.

1. Policy Board will meet at least once a month.
2. Meetings shall be held on Thursdays - 4 p.m. scheduled and announced at the previous meeting.
3. Quorum - At least four of the six members from each constituency are needed for quorum.
4. Agenda for each meeting will be prepared by a 3-member agenda committee, each member elected by each constituency and sent to all members prior to each meeting.
5. The length of each meeting is limited to two hours with the provision to continue when mutually consented to by the membership (present).
6. Minutes will be taken by a secretary provided by the University. They will be prepared for distribution and reading prior to the meeting at which they must be approved. Membership attendance will be noted in the

minutes by recording the following: delegate's name, constituency being represented, present or late.

7. Meetings are open to all who would like to attend except on those occasions when the Policy Board decides issues which require executive session (18 Policy Board members only).

8. Usual Order of Business.

Call to Order
Approval of Minutes of the Previous Meeting.
Reports of Standing Committees.
Reports of Select Committees.
Unfinished Business.
New Business.
Adjournment.

9. Meetings shall be conducted in accordance with Robert's Rules of Order.

10. Voting Procedures.

Passage of measures shall be by majority vote of members (or duly appointed alternates) present, subject to the following exception:

> A member may invoke a polling of the three constituencies on an issue. If this procedure is invoked, a quorum of each constituency must be present, and a measure must receive a majority of the votes cast by each constituency for passage.

VI. Committees.

A. Committees in existence as of May, 1974 - October, 1974.

1. Standing Agenda Committee.

a. 3 members (one from each constituency) appointed by the chairperson for one year.

b. Charge - prepare and distribute an agenda statement to all members of Policy Board in advance of the meeting date which will consider noted issues and terms.

2. Ad hoc - Governance Committee.

a. 9 members (one from each constituency) appointed by the chairperson.

b. Charge - delineate goals, constituencies, powers and practices of the Policy Board for Policy Board approval.

3. Ad hoc - Committee to deal with Negotiations of Individual Master Contracts between school districts and the University.

a. 3 members appointed by the chair (one from each constituency).

b. Date and duration of appointments also set by the chair.

c. Charge - to draft a list of recommendations and guidelines to be followed in negotiating Master Contracts. The following components should be addressed:

1. absolute requirements.

2. exclusions.

3. recommendations.

B. Beginning October, 1974 representatives of each constituency serving on a committee, whether standing or ad hoc, shall be selected by each constituency.

VII. Practices, Powers, and Teacher Education Responsibilities.

A. Program Development

1. Establish organizational task forces.

a. Approve recruitment procedures of public school and professional association participation on task force(s).

b. Make regulations regarding participants.

c. Schedule at least two reporting dates when task force chairperson(s) will review progress for the Policy Board.

1. Early report should include the objectives, assumptions, and goals of the task force.

2. Other reports - program development.

d. Approval or modifications should be indicated by the Policy Board at each reporting stage.

e. Final approval of work completed by the task force(s) rests with the Policy Board.

B. Communication and Informational Responsibilities

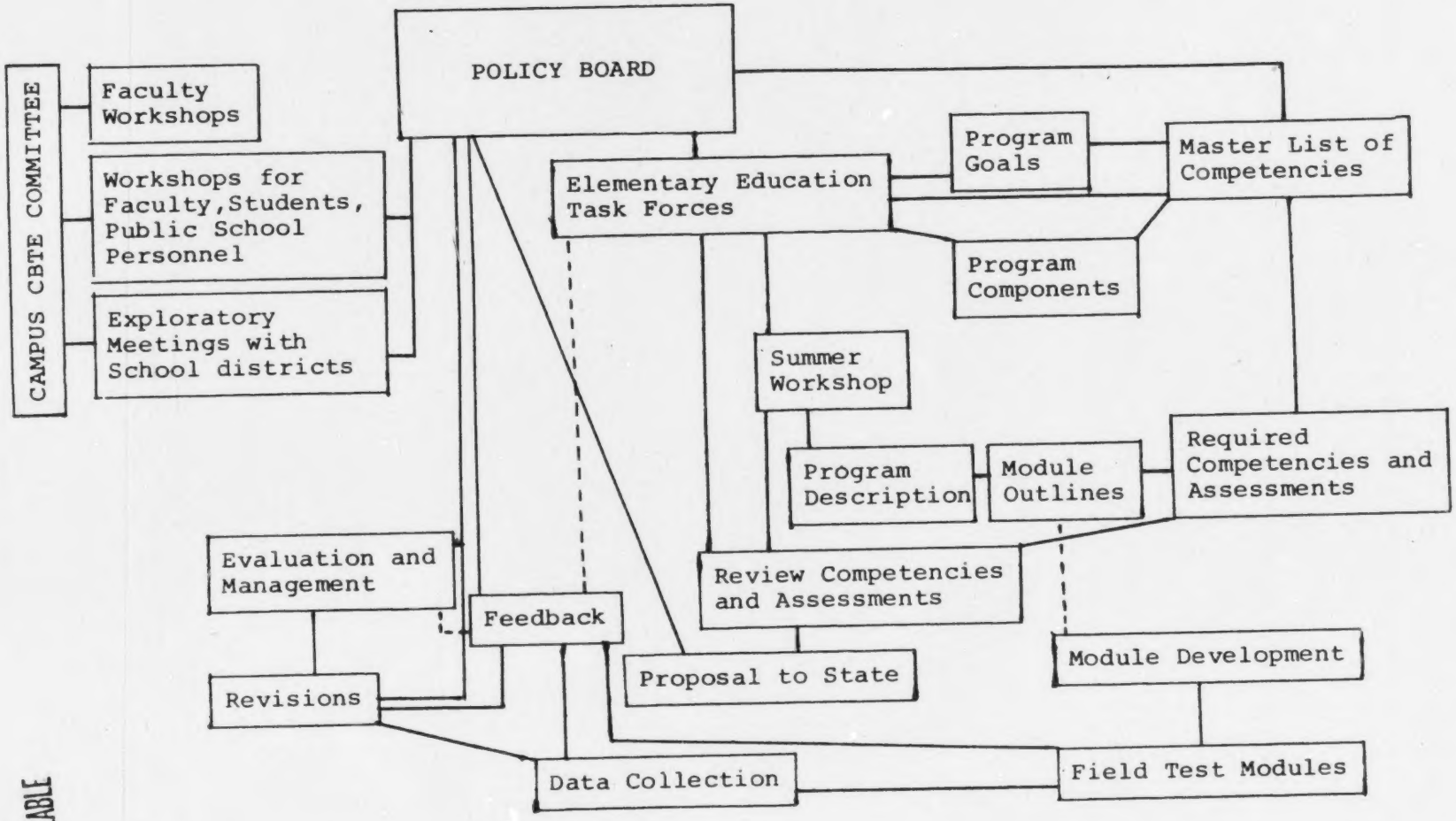
1. Availability of resources and statements on CBTE developments as well as activities on other campuses should be reported on from time to time.

2. School Districts and Professional Organizations should be kept informed of the work of the Policy Board, especially the progress being made in complying with the State Education Department timetable for teacher education program changes.

APPENDIX I

PROGRAM DEVELOPMENT (CHART)

PROGRAM DEVELOPMENT



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The following university faculty members participated in the preparation of this report:

Barbara Elling, Chairperson, CBTE Policy Board and CBTE Campus Committee

Lillian Stephens, Coordinator Elementary Education CBTE Program

Eugene Hedley, Chairman, Department of Education

Barbara Baskin)
Robert Brennan) Elementary Education
Elaine Kaplan) CBTE Steering Committee
Louis Maslinoff)